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ABSTRACT

Presented is a curriculum guide for preschool programs serving both handicapped and nonhandicapped children. It is explained that the guide is intended to suggest classroom activities which will strengthen existing skills and encourage development of new skills. The guide presents information on objectives, materials and procedures for the following nine program areas (with sample activities in parentheses): materials (vegetable printing, carpentry, and lipstick murals); self image/multi-cultural (life-size self-portraits, parade preparation for Chinese New Year); language arts (matching and sorting by sight, sequencing pictures, storytelling); dramatic arts (puppet shows, role playing, story dramatization); movement (pre-relay races, creative games, memory games); music (songs to encourage group spirit, foster rhythm, and teach concepts); mathematics (number puzzle, geometric shape houses, ordering objects by size); science (magnets, environmental collage, anatomy activities); and cooking (recipes which emphasize measurements, no-cook recipes, and recipes which emphasize sensory experiences). (CL)

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the
live oak
curriculum

a guide to preschool planning
in the heterogeneous classroom

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Acknowledgments

The lesson plans in this Curriculum Guide are drawn from activities which were done at Circle and recorded by teachers in daily worksheets. The contributors, too numerous to mention individually, include almost every teacher, aide, or volunteer who has worked at Circle over the past ten years.

In 1973, Circle received a three-year grant from the U.S. Office of Education to develop a model program for integrating handicapped children into regular preschool classrooms. During the first year of the project we compiled, from a variety of developmental scales, a skills checklist, the Child Assessment List, to serve as a guide in planning for individual children.

Lesson plans were cross-referenced to the Child Assessment List by the project staff: Alicia Fazio, Nancy Giesseman, Jack Hailey, Suzanne Hering, Su Isaacson, and Gary Curtis Turchin. Suzanne Hering reviewed and revised these lesson plans in preparation for classroom field testing.

These lesson plans, with specific multi-level objectives, were tested and evaluated by teachers at Circle: Jack Bannon, Michael Beck, Maurice Charriere, Steve Johnson, Jeanie Kates, Len Leschander, Eliot Margolies, Dawn Maskill, Celeste Myers, Anne Oliver, Severina Haway Omega, Dale Whitesides, and Dorothy Woods.

Selected sample lesson plan packets were field tested by other preschool programs: Jefferson Preschool, Lincoln Children's Center of the Oakland Public Schools, and Southern Alameda County Headstart.

Many people were involved in compiling evaluations, incorporating suggestions and variations, filling gaps, rewriting, clarifying, and writing unit introductions. Although the result is a product of group efforts, some contributions in particular areas deserve recognition.

Jack Bannon, for preschool plays in the Dramatic Arts Unit.

Michael Beck, for the self-portraits in the Self-Image Unit.

Nancy Giesseman, for reviewing objectives, rewrites, organization, many large group activities, and the anatomy lesson plans in the Science Unit. Illustrations.

Jack Hailey, for providing the coordination and impetus for field testing, and the format and introduction to the Language Arts Unit.

Steve Johnson, for rescuing many mundane lesson plans from elimination by adding to them the imaginative touches which make activities appealing to kids.

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Anne Oliver, for much organizing and rewriting throughout and particularly the format and many lesson plans in Cooking and Music.

Susy Pajunen, for illustration and for typing from the most indecipherable drafts ever written, with patience, humor, and sound judgment.

Doug Weiselman, for musical notation of melodies and guitar chords in the Music Unit.

INTRODUCTION

The Curriculum Guide is based on a ten year accumulation of lesson plans and activities at Circle Preschool. During the three years of our grant for handicapped children, we compiled the skills checklist to aid in planning for, and monitoring progress of, children with special needs in the regular classroom. The Assessment List is designed to answer the following questions: What skills does the child have? What skills can be expected to emerge next? The Curriculum Guide is designed to provide the kinds of activities within the classroom which will support and reinforce existing skills and foster the development of emerging skills.

The Curriculum Guide describes preschool activities in developmental terms and without segregating children by age or ability; it allows children to participate in whatever way they can and be successful. Circle is committed to an integrated education -- in age, economic background, and ability. Our model is based on three premises:

1. Development occurs in essentially the same sequence, though at different rates, in all children, and often at different rates for different skills in the same child.
2. Children learn from each other, and the opportunities for learning expand with the heterogeneity of the group.
3. The teacher plays an active role in helping the child structure the world, develop new skills, learn about cause and effect, and explore new alternatives.

PROGRAM

A brief outline of our school routine will be useful in providing a context for using the assessment and curriculum materials. Understanding our format will make it easier to see how activities may be adapted to the needs of programs with different schedules and resources.

The three hour session at Circle includes times for outdoor play, free play time inside, snack, group time, and projects.

Outside Time: Our mild climate allows us to be outside almost every day. During the time the children are outside we are able to have, in addition to the swings, slide, climber, and sandbox, other activities such as carpentry and painting. Generally, teachers play an unobtrusive role in the outdoor activities.

The fact that there cannot be a swing and a trike for every child makes outside play a natural for learning social skills -- sharing, taking turns, etc. Teachers may take advantage of this time to help children work out social interactions, develop friendships, and learn appropriate language skills for interacting with peers.

Inside Free Play: During these periods, children make use of the playhouse and block areas or play with puzzles or similar materials. We rotate the free play materials when interest wanes. Arts and crafts supplies are also within a child's reach. Someone may read stories in the book corner. Typically, teachers set out an activity which is not available at all times and which requires a little supervision -- water colors, playdough, parquetry blocks, a water or sand table, balance scales, battery boards, etc.

Social and self-help skills such as proper use of materials, sharing, and clean-up are emphasized in this activity period. Again, teachers may use this time to work with an individual child, especially in language and self-help skills. For example, a teacher may join a child who is doing a puzzle, narrate the child's actions, label objects in the puzzle, and encourage spontaneous or imitative language from the child.

Snack Time goals are more likely to be social than nutritional. Eating should be relaxed, slow-paced, and pleasant. One way to foster this atmosphere is to develop a routine which is followed consistently. For example, children wash hands and choose a place at one of the tables. The children stand behind their chairs until everyone has found a place. Then everyone sits down. As the routine becomes familiar, each step becomes more elaborate. Before sitting down, the children might hold hands to make a circle around the table and listen for a particular sound (e.g. cars passing, an object dropped) which serves as the signal to be seated. Early in the year, snack is set out at the table at each child's plate. Later, children can learn to pass around cups and pitchers and pour their own juice. Initially, a teacher serves as host for the table. Later, a child can assume this role. Conversation may also become part of the routine. The snack itself -- who helped make it, how it was prepared, what's in it -- is a topic of shared interest. In the same way, the end of snack, clean-up, and transition to the next activity should be made into routine, familiar procedures. Children like the rhythm of free time to ordered time.

Group Time usually starts with some songs. The purpose of this activity is to give the children a sense of being part of a group. Children learn to be attentive to others and have the opportunity to be performer as well as audience. Concepts may be introduced and reinforced as described in many lesson plans. Felt board stories and puppet shows are typical presentations at Circle. We also have a few pupper characters (Mr. Math, The Mix-Up Monster, The Hungry Thing, The Space Traveler) who have consistent "personalities," add interest, and provide an attention focus. Children like familiar stories and characters. Again, routine and repetition are essential for smooth group functions, but the routine and repetition here differ from snack time in that the pace is often faster, sometimes irregular.[1]

Project Time usually takes about 40 minutes to an hour of our three hour session. We plan three projects each day with the aim of offering choices -- children choose which project(s) they wish to attend. On a typical day the three projects might be cooking, movement, and a "table" activity. Although project time may go on for an hour, most activities take only 10 or 15 minutes for a child to complete. The child may then continue or repeat the activity, or (s)he may join another project. Most of the lesson plans which follow are project or group-time activities.

Since we include three to five year olds in all classes, and the ability range is even wider than the age range, projects must allow for acceptable participation in a variety of ways. For some children, simply staying on task for a few minutes is the beginning achievement. In such an instance, the next step is to help the child establish a sense of completion of the task. Last week, when Karen managed to get a few scribbles on paper, she was allowed to leave the project at will. This week we add the task of getting her "picture" into her bin before going on to other things. Next week (or next month) we may ask Karen to take repsonsibility for initiating closure on the task -- "Karen, tell me when you're finished so I can put your name on your picture...OK, now put it into your bin." Other children at the project may be drawing elaborate pictures of the fire engine they saw on a field trip, describing their drawings in detail, perhaps printing their own names. Great. Karen does what she can, and we let her know we are delighted with her participation.

In dealing with the enormous diversity of skill and maturity levels, two basic principles should be observed: first, cooperation should be fostered; second, the focus should be on the process rather than the product. Performance goals are defined in terms of each child, never in terms of the group. Children may participate in activities beyond their capacities without feeling frustrated because our expectations are based on the child's development, not his peers' performances. For example, one young child, severely afflicted with the "I can't" syndrome, tried to persuade an older boy to draw something for him. The older boy responded, with the great perceptiveness of his years, "I'll draw it for you, but you really ought to do it yourself, because if I do it for you it will be mine and it won't really be yours."

Although there is no absolutely sure-fire way to guarantee success for every project, we have some suggestions which will keep the odds in your favor:

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[1] At our Group Time, children sit in a circle near the edge of a large oval rug. This configuaration gives all of us a bit of breathing space.

1. Know what you are going to do before you arrive at school. Last minute creations are less likely to be fruitful.
2. Be prepared. Think through your presentation and have all the materials, and enough materials, at hand.
3. Don't try to do too much at once. Be somewhat flexible, but beware of becoming side-tracked by ideas from the group. There is always tomorrow for following up on a suggestion by one of the kids. Trying to do too many spontaneous variations will result in not being able to carry out any activity well.
4. Kids are participants, not spectators. Be sure there is plenty to do -- cut, paste, handle, fold, squeeze, pat, arrange, draw, or fiddle with.
5. Establish the minimum conditions for participation: on walks, kids must stay with the group; when painting, kids must paint on the paper, not on teachers or other kids.
6. Know the group as individuals with different needs and abilities. No matter how far they get, kids are doing their best. These first efforts are crucial, and kids should not feel they have failed. Follow through and build on what you did today. Keep in mind that what flopped today may succeed beautifully next week, given a new twist, better preparations, or different lunar aspects.
7. Develop a ritual for beginning and ending activities. Children may come and go while the project is in progress, so there must be a beginning, middle, and end for each child's participation, even though some may work longer than others. A child should not be allowed to flit from one activity to another with no responsibility for carrying through. Gear your demands to the tolerance of the child, and don't ask more than you can see that (s)he fulfills.

INTEGRATION OF HANDICAPPED CHILDREN

Thus far little has been said about handicapped children. This omission is deliberate for two reasons. First, our program, the kinds of activities, equipment, and materials available, are likely to sound very familiar to most readers. We arranged lesson plans in units which, for the most part, are typical areas of any preschool program. We intend our Curriculum Guide to be useful to any preschool program, even though all the children enrolled fall well within normal developmental ranges.

Program: Secondly, the basic prerequisite for integrating handicapped children into a "normal" preschool program is a good on-going program for normal children. Although the Curriculum Guide describes activities for only about a third of our time with the children (project and group time), in no way do we intend to imply that this is the only important period of the day or the only time that learning occurs. Our rationale in detailing project and group activities is that a teacher's habitual observations and awareness of each individual child will generalize to all aspects of the program. The perceptions acquired during the periods when children are involved in planned activities will enable the teacher to be sensitive to children's needs and to see or create opportunities to meet these needs throughout all of the daily activities.

Teaching Skills: By using this Curriculum Guide, a teacher should be able to improve his ability to observe a child's strengths and emerging skills. He should be able to analyze the many processes involved in an activity and see its potential for fostering language, motor, and cognitive development, as well as self-reliance and peer interactions. These teacher skills extend to all areas of the program and provide a framework for an individualized, integrated curriculum.

Staffing: Children with special needs require more attention than their peers. Attention translates into more teachers in the classroom and more planning time outside of class. True, the quiet, withdrawn child may not "demand" attention by being disruptive. Nevertheless, (s)he needs help in order to develop skills and to become capable of participating more fully in the program.

We have found it useful, often essential, to have a teacher who is responsible for helping incorporate exceptional children into activities. This support is especially important during project and group times.

Handicapped children need to be involved in projects since this is a time for building skills. Children with severe delays are likely to avoid those activities in which they most need experience and practice. By drawing these children into appropriate projects, we can provide the learning experiences they need and at the same time help them learn to succeed.

Participation in group time may well be impossible for some children, especially those with language delays. Following the plot of a story or the sequence of a game may be beyond them. For these children a preview of the group time activity -- singing the songs, hearing the story, or practicing the game beforehand -- will give them greater knowledge and security in the group situation.

Assessment and Planning: Planning is important to any program, but it is the key to effective work with handicapped children. In order to know what activities to offer and what kind of performance to expect from a child. we must be thoroughly familiar with his level of development in important areas. The Assessment List is designed to provide this necessary information.

Unlike standardized I.Q. tests, the Assessment does not produce a score, mental age, or percentile rank. The Assessment profile shows only what skills the child has now, and what skills (s)he will probably learn next. Most items in the Assessment List show the chronological age (or age range) at which most children acquire the skill. This information is useful in determining the severity of the problem: Should we worry? A lot?

A child's initial assessment will provide a basis for planning. But the child's development does not remain static (we hope). Periodic review, noting new skills as they are acquired, and basing new plans on this re-assessment, guarantees that the child's time, as well as the teacher's time, is well spent.

USING THE CURRICULUM GUIDE

Although the Assessment is divided into conventional developmental areas (Fine and Gross Motor, Language, Cognitive, Self-Help, and Social-Emotional Skills), the Curriculum Guide is organized by program area: Language Arts, Dramatic Arts, Materials, Math, Music, Movement, Multi-Cultural, Science, and Cooking. Each lesson plan lists, from high to low, the main skills or skill areas related to the project. To facilitate planning we provide cross references to the Assessment by skill areas and by level of difficulty. We have also listed early-in-the-year-get-acquainted projects, anyone-can-do-it projects for new aides and volunteers, and introductions to projects.

In some units, especially science, music, and multi-cultural, we were able to include only a sampling of the possibilities by way of example and inspiration.

A note about variations: Most lesson plans include variations, but be aware that the objectives listed for the project may not always be accomplished by the variations. After a short time, teachers will be able to plan their own variations to meet additional objectives.

MATERIALS

This unit includes lots of standard arts and crafts activities, new ideas, and many old favorites done with a different twist. Although the focus is on sensory experiences, almost all of the projects include language objectives. In many cases, projects describe ways to stimulate language and concept development using materials which are typically thought of as "free play" activities.

Don't be put off by the fact that lots of these projects are messy. Since preschools are geared for messes, we can offer activities which would be difficult or impossible in most homes. Establish some reasonable limits, but don't let requirements for neatness interfere with the kids' exploration and experimentation. And don't hesitate to join in. Both you and the children will benefit from you active participation.

The order of projects in this unit is largely arbitrary, not reflecting a progression from simple to difficult. To aid you in finding activities for particular purposes, we have arranged the Materials projects into the following sections:

I. Introductions to Basic Materials

1. Beginning Block Building
2. Block Building
3. Tub of Water
4. Salt or Sand Box
5. Paper Collage

II. Exploring Paints and Colors

6. Finger Painting on Trays
7. Finger Painting with Soapy Foam
8. Chocolate Pudding Painting
9. Straw Blowing Painting
10. Blowing Colored Bubbles
11. Tie-Dye Rainbows with Food Coloring
12. Vegetable Printing
13. Printing with Sponges
14. Mono-Prints
15. Painting with Found Objects
16. Dry Tempera Painting

III. Manipulation, Sensory Experiences, and Creation in 3-D.

17. Magic Goop
18. Playdough Jewelry
19. Jello Building
20. Wood Sculpture
21. Sand Casting
22. Clay Mobiles
23. Carpentry: Sailboats to Float

IV. Personalized Activities Leading Toward Group Efforts

24. Draw-A-Person
25. Paper Bag Collage Masks
26. Animal Masks and Movements
27. Lipstick Murals
28. Foot Prints
29. New Home Collage
30. Construction: Space Ship

V. Eye-Hand Coordination

31. Marble Roll Painting
32. Pick-Up Sticks
33. Jars and Lids
34. Puzzles
35. Sewing Stuffed Animals

VI. Cognitive Emphasis: Matching, Naming, Ordering

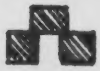
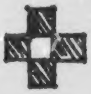
36. Classroom Exploration
37. Silhouette Lotto
38. Things That Go Together
39. Mittens with Faces
40. Categorizing
41. Bracelets and Necklaces
42. Texture: Sandpaper
43. Texture Train
44. Textures: Feeley Box

#1

Area: MATERIALS - "Beginning Block Building" **No. of children:** 3-5

Good activity for observing kids' skills.

Objectives:

1. Imitates or initiates the building of a bridge with 3 blocks. 
   (36-48 mo. Cog. IIID)
2. Imitates placement of 4 blocks to enclose a space. 
   (36-48 mo. Cog. IIID)
3. Names block structure as being bridge, bed, track, etc.
   (30-36 mo. Cog. IVA)
4. Places blocks in row horizontally on floor or vertically by stacking.
   (24-27 mo. Cog. IIID)
5. Builds a tower of 6-9 blocks. (21-26 mo. FM I)

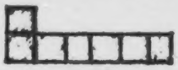
Materials: small, 1" square colored blocks.

Procedure:

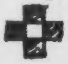
1. Seat children around a table with elbow room between each child. Give each child 8-10 colored blocks to play with. Teacher will describe as well as demonstrate the individual building activities.

2. Encourage children to imitate the following structures:

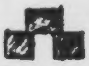
-blocks placed in a row horizontally like a train,



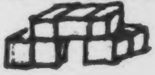
-an enclosed space using 4 blocks,



-a bridge using 3 blocks,



-a 3-dimensional structure like a house, car, etc.



After simple imitation of above, let the children use their own imaginations in building. Encourage labeling of structures.

3. Use this activity as an introduction to more elaborate block building activities. Repeat this project several times as well as having blocks available daily for the children to experiment with.

Area: MATERIALS - "Block Building" **No. of children:** 6-8 (depends on # of available blocks)

Directed block building is an effective way to review and reinforce a field trip. Build the fire house, the park, zoo, or your whole city.

Objectives:

1. Constructs a 3-dimensional model with blocks that represent actual structure in the environment. (60-72 mo. Cog. IVA)
2. Shares blocks and works cooperatively in building. (60-72 mo. SE VI)
3. Names structure in relationship to the function of the building. (48-72 mo. Cog. IVA)
4. Classification of materials: people, animals, transportation, size and shape of blocks. (36-48 mo. Cog. IIIA)
5. Puts blocks and accessories away in proper place. (SE V)

Materials: Block Corner: set of unit blocks; large wooden or styrofoam blocks; accessories to include: transportation toys (cars, trucks, boats, planes, fire engines, etc.); simple wooden or rubber people and animals (zoo, farm, domestic); miscellaneous colored cubes; large dominos; parquetry blocks; samples of tiles; linoleum square; carpet scraps; lumber scraps; shells; popsicle sticks; strips of paper for making signs; felt pen; tape; magazine pictures of buildings, bridges, etc.

Procedure:

1. Choose a protected area removed from main traffic of room. Mark off the area on the floor into city blocks with masking tape. Be sure to put a strip of tape on floor about 1' out from block storage area to remind children not to build too close to the shelves. Paste magazine pictures of bridges, roads, buildings, parks, etc. on walls around block area for ideas and inspiration. Be certain to allow sufficient time for building and clean-up.

2. The teacher's attitude toward block building will greatly influence the quality of the children's building. Talk about what we find in a city: parks, roads, houses, apartments,etc.

3. Have children work in small groups of 2-3. Have each group choose a taped off area to build in and decide what they want to construct. As children build, stay with them to facilitate language, offer suggestions, and give recognition for skill, imagination, perserverance, and cooperative work. Be available to help make signs for their structures. Step into a situation when it becomes clear that children cannot solve a problem (technical or social) for themselves.

4. Give ample warning to children for clean-up -- 5 minutes more... 2 more minutes... before clean-up. Be certain you have acknowledged the children's buildings before they are taken down. Encourage them to tell you about their building. Take photos of the constructions to display in the block area. Organize clean-up by assigning specific jobs to different children, e.g. put away blocks of specific shapes or size; by number of blocks to be picked up; by accessories (all the animals, etc.).

(OVER)

Variation:

1. As a group, build one large, tall structure using all available blocks. Then carefully tie strings on blocks, letting each child choose where he wants the string attached. Each child holds the end of a string. Count down. On the signal, everyone pulls at once. Repeat building or start clean-up.

Or, tie long strings on beforehand on 4 or 5 blocks; use these blocks as the foundation for the skyscraper. Pull the strings.

#3

Area: MATERIALS - "Tub of Water" **No. of children:** 2-4 (depends on size of tub)

Water play provides an ideal situation for language and concept development.

Objectives:

1. Describes and relates verbally feelings, experiences, discoveries.
2. Initiates ideas for play. (SE IV)
3. Uses a variety of approaches to solve a problem. (SE III)
4. Takes turns. (SE IV)
5. Pours from one container to another. (24-29 mo. FM I)

Materials: Large galvanized wash tub, plastic wading pool, or any large tub; large pieces of plastic for floor; food coloring; Ivory Flakes; assorted containers -- plastic squeeze bottles, plastic medicine bottles, berry baskets, funnels, strainer, large transparent syringes, transparent plastic tubing (flexible and rigid).

Procedure:

1. Place tub on floor, on top of plastic floor covering, near a water source if possible. Give children plastic aprons (optional) to keep from getting wet. Let children help fill the tub with warm water, using plastic containers.

2. Let the kids start exploring and playing with water. Talk about how the water feels. "Is it wet or dry? What do we do with water?" (Drink, bathe, wash, swim.)

3. Add the containers (a few at a time). Stay near the children to facilitate exploration and language by asking questions and offering explanations. Watch for what the children discover. Encourage other children to try the discovery and help explain what is happening. Use suggestions that create problem-solving situations, e.g. "I wonder if we could use the funnels to fill the bottles?" or "Why doesn't the water stay in the sieve?"

4. Show children how to make bubbles using different objects, e.g. a bottle held on its side below the surface of the water creates bubbles. Ask them to make bubbles with their bottles. Suggest making bubbles by blowing through flexible tubing, keeping one end under the water, or by squeezing syringes under water.

5. Have children fill larger containers with water from smaller containers. "How many times did it take to fill the larger one? When you pour water from a tall container into a wide, flat one, will it be more or less water?"

6. Have children pour water through a funnel. "How does it look?" Do the same with a syringe. Have them fill containers using a funnel.

Variations: 1. Add food coloring to clear water or add Ivory Flakes for bubbles. Add both coloring and Flakes for colored bubbles.

2. Use a tub of water in the play corner for washing dishes, babies, etc.

Area: MATERIALS-"Salt or Sand Box" No. of children: 6-8

Kids have the fun of "pouring" out their paper and drawing letters and designs which can be easily erased.

Objectives:

1. Prints capitals of own name. (60-72 mo. FM III)
2. Interested in drawing designs. (48-60 mo. FM III)
3. Traces/copies shapes. (36-60 mo. FM III)
4. Pours sand/salt from one container to another. (24-29 mo. FM I)

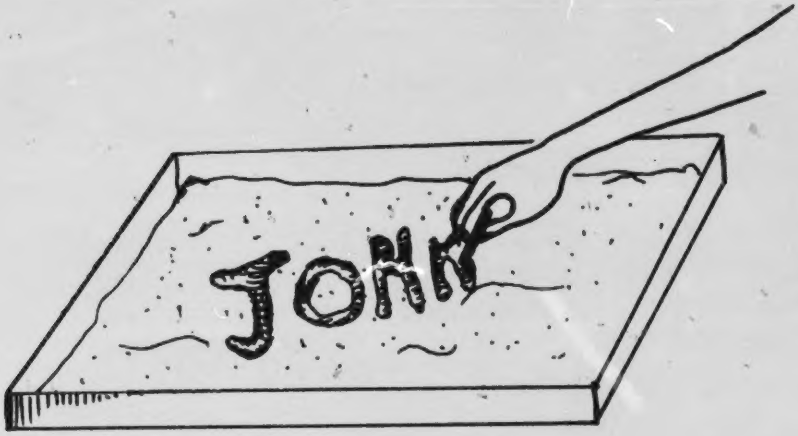
Materials: Large, shallow boxes (approx. 16" x 20"); a quantity of salt or sand; colored toothpicks; funnels; salt shakers with big and little holes; measuring cups and spoons; small plastic containers.

Procedures:

1. Settle children around a table and give each child a box. Put other materials in the center of the table.

2. Have children pour salt or sand into each box, covering the bottom about ½" deep. Help them practice printing the letters of their names and their ages. Show how to shake the box to erase the writing.

3. Offer children toothpicks, spoons, containers, etc. and suggest ways of using these materials. Talk about what the children are doing and encourage them to describe their activities as they play.



#5

Area: MATERIALS - "Gluing -- Paper Collage"

No. of children: 4-8

A good beginning-of-the-year activity to get children accustomed to small group table projects. Needs little preparation.

Objectives:

1. Uses glue to bond together and adhere. (48-60 mo. FM II)
2. Names at least one color correctly. (30-36 mo. Lang IB)
3. Tears paper. (24-26 mo. FMI)
4. Uses a neat, pincer-like grasp. (10-12 mo. FM I)

Materials: Different colored tissue paper (3" squares); sheets of paper; glue

Procedure:

1. Give each child a sheet of paper. Tell them they are going to make a collage by tearing pieces of tissue and gluing them to their sheets of paper.

2. Put large pieces of tissue on center of table. Have children choose a color and name it. Have them pinch edge of paper with index fingers and thumbs. Make sure thumbs of both hands are touching. Have them pull paper in opposite directions, tearing paper.

3. Give children glue in squeeze bottles and let them put small drop of glue on their papers. They then put small, torn pieces of tissue paper ondrops of glue. Let them cover as much of the paper as they want.

Extension: When the collages are dry, paint them with white glue diluted with water (about 1 to 1) for a glazed effect.

Variation:

1. Use the same procedure, but instead of individual pictures, decorate a big class project e.g. wings and tail of a turkey piñata, a dragon for Chinese New Year, etc.

#6

Area: MATERIALS - "Finger Painting on Trays"

No. of children: 4-6

This variation on finger painting eliminates the problems of soggy, torn paper and drying space. Emphasis here is on process.

Objectives:

1. Is able to tell what two colors combined will produce, e.g. blue + yellow = green.
2. Names or matches the 3 primary colors: red, yellow and blue. (48-60 mo. Lang IB)
3. Names at least one color correctly. (30-36 mo. Lang IB)
4. Enjoys finger painting. (30-35 mo. FM III)
5. Uses materials (paint) in a variety of ways. (SE III)

Materials: Trays (cafeteria trays are perfect); red, yellow, and blue finger paints of thick, pudding-like consistency (tempera mixed with laundry starch); sprayer filled with water

Procedure:

1. Have children stand around a table. Place a tray in front of each and ask each child to choose a color. Place paint on each tray and have the children spread it around. When paint begins to dry, spray water on the surface instead of adding new paint.

2. Have children experiment with forming different patterns with their hands, observing how different parts of their hands make different effects. Have them paint with the backs and fronts of their hands; make a fist and paint with their knuckles; paint with the sides of their hands in quick, outward strokes to make the effect of leaves.

3. After the children have painted for a while with one color, let them choose another to be added to their original. Discuss which combinations produce which colors.

Variations:

1. Combine different effects to make pictures of objects.

2. Put in different textures like sawdust or rice to experience different feelings.

3. For group mural, press a sheet of butcher paper over all the trays; creates a block print effect. Hang up.

Area: MATERIALS - "Fingerpainting with Soapy Foam"

No. of children: 4-8

It's hard to imagine soap and water, combined with kids, can create so much mess. Relax, enjoy, and involve kids in cleaning up. (Remember, it's only soap and colored water.) Our kids and teachers love this one.

Objectives:

1. Can predict what 2 primary colors will make when combined e.g. red + yellow = orange.
2. Uses a variety of actions on an object to define its nature. (48-60 mo. Cog. I)
3. Names or matches 1-3 colors. (30-60 mo. Lang. IB)
4. Manipulates egg beater. (27 mo. FM I)
5. Can stay with an activity for some time. (SE III)

Materials: Soap flakes in bowl; 3-4 small pitchers or cups of water; 2-3 hand rotary egg beaters; food coloring in plastic squeeze containers that dispense one drop at a time; 2-3 mixing bowls; pre-drawn geometric shapes; cafeteria trays. (Poster paint may be substituted but it's not as dramatic.)

Procedure:

1. Put small pitchers of water, several bowls of soap flakes with spoons, and red, yellow, and blue food coloring in the center of the table. Let two or three kids share a bowl and an egg beater. Have them pour a cup or so of water into the bowl and beat it with the egg beater. Let each child add a spoonful of soap and beat. Then add food coloring and continue beating. Use this 3-step process to acquaint the children with the transformation of materials. Talk with them about soap and food coloring and how they interact with water. Let kids take turns beating the mixture until a thick froth has been made.

2. Give each child a tray and let him spoon some of the froth onto it and fingerpaint. As the children fingerpaint with one color, show them examples of the shapes and ask them to try drawing the shapes on their trays.

3. When they're ready to add another color, ask them to predict what color the combination will make. Use only three primary colors the first fews times the project is done so that children will be able to remember combinations more easily.

4. As the project ends, the children can make a soapy mountain on the table with all the foam. Hide things in it, make tunnels, watch colors blend together, etc. This creates a little added mess, but it's great fun.

#8

Area: MATERIALS-"Chocolate Pudding Painting"

No. of children: 6-8

Can you believe painting with pudding? This project draws kids like flies.

Objectives:

1. Draws meaningful, recognizable pictures. (60-72 mo. FM III)
2. Prints name. (60-72 mo. FM III)
3. Enjoys finger painting. (30-35 mo. FM III)
4. Interested in painting process and not product. (24-29 mo. FM III)

Materials: Chocolate pudding mixed in a large pitcher. If you have children who are allergic to chocolate, use vanilla or butterscoth instead. cafeteria trays; glossy paper

Procedure:

1. Put one cafeteria tray out for each child. Pour about $\frac{1}{2}$ cup of pudding onto each child's tray and let them finger paint. They can draw pictures, write their names, and eventually eat all the pudding off of their fingers.

2. Pour on more pudding if they need it. Talk with them about the difference between pudding and paint.

3. Optional: Make pictures to take home by pressing a piece of paper on the tray and lifting the picture.

Variations:

1. Add cornmeal or cake decorations to change texture of pudding after a while.

2. Make up a recipe chart showing the ingredients for individual $\frac{1}{2}$ cup portions and let kids mix their own. Make extra to supplement their supply as they paint.

#9

Area: MATERIALS-"Straw Blowing" (Painting)

No. of children: 4-6

A good vehicle for introducing colors and color mixing with a special gimmick for spreading the paint.

Objectives:

1. Uses 2-3 different colors to make a design.
2. Names colors. (48-60 mo. Lang IB)
3. Identifies one color by pointing. (30-36 mo. Lang IB)
4. Blows through a straw.

Materials: Blue, yellow, red, and green tempera paint; straws cut in half; spoons; paper

Procedure:

1. Seat children around a table. Talk about things they have used to paint with ...brushes, fingers, string, etc.

2. Take a straw and demonstrate using it to blow the paint onto the paper.

3. Have children identify and name colors of paint in center of table.

4. Give each child a piece of paper and a spoon. Have them select a color and spoon a large glob of it onto their paper. Give each a straw and let them blow through it to make a design with the paint.

5. After the children have experimented for a while, invite them to choose another color (by name) to be added. Discuss with them the effect as the colors mix on the paper.

Variation:

1. Spread small scraps of colored tissue paper on a tray and place a sheet of paper on top. Use water instead of paint. As children blow the water around on the paper, the tissue paper colors will "bleed" through, developing a rainbow picture.

#10

Area: MATERIALS - "Blowing Colored Bubbles"

No. of children: 4-6

Blowing bubbles is inevitably a popular project. This would be good for a teacher's aide and can involve a lot of language.

Objectives:

1. Names primary colors. (48-60 mo. Lang. IB)
2. Uses a variety of approaches to solve a problem. (48-60 mo.Cog. I)
3. Follows directions that include prepositions, e.g. in, on, around, under, through. (30-48 mo. Lang IA)
4. Understands concept of "one." (30-36 mo. Cog. IIIC)
5. Blows through a straw.

Materials: Plastic glasses; red, yellow, green, blue tempera or food coloring; liquid Ivory soap; 4 pitchers of water colored with drops of food coloring or tempera; newspapers to cover table; cotton; straws.

Procedure:

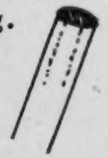
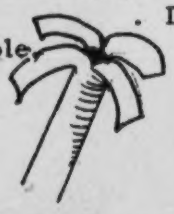
1. Settle children around table with materials arranged in center. Hold up a straw and explain that we usually use straws for drinking, but today we will do something different with them. Instead of sucking as we do when we drink, this time we will blow through the straws.

2. Give each a straw and have them hold their hands in front of the holes to feel the air as they blow through. Give each a piece of cotton and let them blow their cotton balls around the table with the straws. (Note: Children who can't blow the cotton ball around the table are likely to have trouble keeping soap and water out of their mouths. Let these kids practice blowing bubbles using commercial bubbles, but don't let them participate in this project.) Explain the difference between blowing and sucking and that they must remember to blow so they don't get soapy water in their mouths. Keep a candle handy and let learners blow it out with a straw.

3. Have newspaper spread on table and give each kid a glass. Pass around soap and water and pour a little into their glasses. Let them choose the color of water they want. Demonstrate how to blow bubbles. Have them put their straws in their water and blow gently to see what happens.

4. As the children experiment, talk about what is happening. Suggest that they try blowing in different ways: slowly, in bursts, etc. and call their attention to the differences in the bubbles produced. Encourage them to tell each other how they are blowing and what happens.

Variation:

1. Outside on a warm day, slit a straw at one end with 4 cuts about ½" long.  Fold back to make a bubble pipe  . Dip in soap and blow gently to get a neat bubble.

#11

Area: MATERIALS - "Tie-Dye Rainbows with Food Coloring"

No. of children: 6-8

An especially fine activity for kids who want beautiful products to take home, but are often dissatisfied with their own work. Guaranteed no-fault beautiful results.

Objectives:

1. Makes intricate designs with colors.
2. Names primary colors. (48-60 mo. Lang IB)
3. Squeezes to fill eye dropper.
4. Imitates folding paper square in half, forming a rectangle. (21-24 mo.FMIV)

Materials: Plastic eye droppers; paper towels; cups with several colors of diluted food coloring (muffin tins work well in place of cups).

Procedure:

1. Settle children around a table. Have cups of food coloring at each end and in middle of table. Give each child an eye dropper and several paper towels.

2. Have children pick a color by naming it. Show them how to fold paper towel in half to form a rectangle. Fill the eye dropper with color (demonstrate filling eye dropper and squeezing it) and squirt into towel. Choose another color and repeat.

3. Open paper towel and see the rainbow of colors.

4. Set up materials on an "interest table" where children can work in their free time.

Extension: Kids often turn out tie-dyed towels in huge quantities. Some of these works of art may be saved and put to use later as wrapping paper, place mats, or to make paper flowers. Use them instead of newspaper strips in paper machē for a dramatic effect. Be sure to discuss having some towels for future activities while the kids are working. Each child chooses his favorite one (or two or three) to take home and leaves the rest for future projects.

Variation:

1. Instead of using eye droppers, have the kids fold the paper towels two or three times and dip each corner in a different color. Neat folds are not required to create lovely effects, thus allowing frustration-free folding practice.

Area: MATERIALS - "Vegetable Printing" **No. of children:** 4-6

No matter how often you've been told not to, it's still fun to play with food. Kids know it.

Objectives:

1. Cuts with knife. (48-60 mo. SH I)
2. Uses texture, shape, size, and color to describe an object. (36-48 mo. Cog. I)
3. Identifies or names a variety of vegetables.
4. Understands process of printing or stamping.

Materials: Serrated table knives; various vegetables that can be sliced into firm pieces, e.g. cucumbers, carrots, potatoes, onions; paint-soaked sponges in saucers; paper

Procedure:

Language to emphasize: Vegetable names, seeds, pulp, crunch, few, cold, hot, (any qualitative descriptors).

1. With children sitting around a table, let each one choose a knife and a vegetable to cut in half. While they're cutting, ask them how they like to eat these foods (hot, cold, with sauce, or not at all) and talk about qualitative differences (e.g. weight, color, shape, texture, taste, etc). Next, suggest that the vegetables and fruits can make different designs when used as painting stamps. Put some paint out and let them experiment.

2. As they paint, the children can guess which vegetable made which design, and explain why they think so. (It's round. It has long seeds. It has no seeds. It's small, etc.) To keep the prints clear, the cut ends of the vegetable halves can be trimmed off at intervals with a sharp knife (wielded by teacher only).

Extension: Sculptures: Cut the vegetables up after the printing is done and save for the next day. The pieces can be stuck together with straws and toothpicks to make organic sculptures. They can even be painted.

Variations:

1. Potato prints: Carve shapes of several different animal footprints into potato halves (bird, fox, rabbit, horse, sheep, moutain lion, person, etc.). When used on white paper, these prints can serve as the basis for great adventure stories of people and animals in the snow. Give kids felt pens to draw houses, trees, lakes, etc. to illustrate the stories.

2. More potato prints: Carve designs, letters, facial expressions, etc. into the ends of potato halves. Leave some halves for the kids to try carving their own designs.

#13

Area: MATERIALS - "Printing with Sponges" No. of children: 4-6

Kids will enjoy experimenting with the materials. Expect lots of squeezing, scrubbing, and slopping along with the printing.

Objectives:

1. Is able to identify objects (prints) as lighter than or darker than. (36-48 mo. Cog. IIIB)
2. Uses shape, color, and texture to describe an object. (36-48 mo. Cog. I)
3. Understands process of printing.

Materials: Paints in shallow containers; scissors; sponges pre-cut into shapes; paper

Procedure:

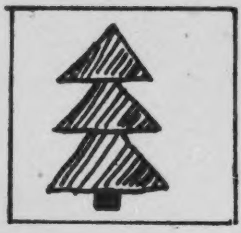
1. Seat children around a table and give each a piece of paper.

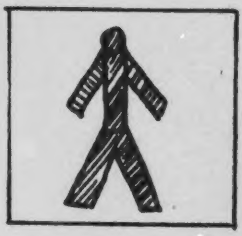
2. Demonstrate the process of soaking the sponge in paint and pressing it several times on the paper. Call attention to the fading quality of successive prints. Emphasize the pressing and lifting motions needed to get clear prints (as opposed to brush strokes or scrubbing).

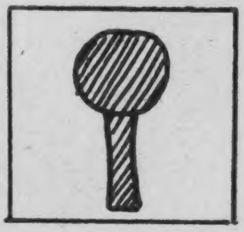
3. Let each child choose a sponge to print with. As children work, talk with them about the colors and shapes they are using.

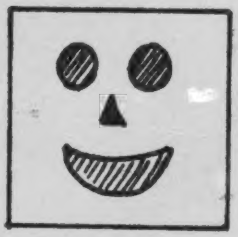
Variation:

1. On small blocks of wood, kids can glue felt pieces to create their own stamps.









Area: MATERIALS - "Mono-Prints" **No. of children:** 6-8

Simple but impressive. Kids are amazed at their own artistic talent when they peel off the print and see what they've created.

Objectives:

1. Draws recognizable picture of things that are important to her/him. (60-72 mo. FM II)
2. Draws meaningful, but unrecognizable pictures. (48-60 mo. FM III)
3. Draws dots and circular shapes.
4. Scribbles imitatively. (18-20 mo. FM III)

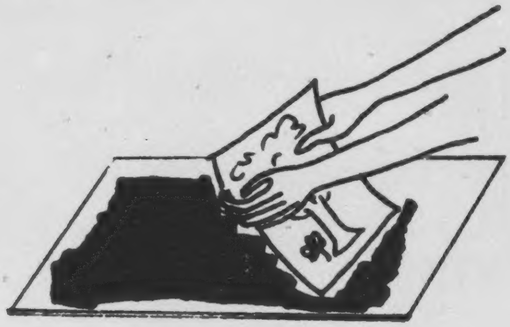
Materials: Water-based block print ink; a sheet of glass; paper; block print rollers; pencils; news print or light weight paper.

Procedure:

1. The teacher will roll out an area of ink for each child. Have the child smooth on a piece of paper and draw with a pencil.

2. When they are finished drawing and describing the picture they have drawn, have them peel off the paper to find a beautiful "print" on the other side.

3. These prints look very handsome when framed or mounted on cardboard.



Area: MATERIALS - "Painting with Found Objects"

No. of children: 4-8

Some kids may enjoy the hunt for materials, but won't hang around to paint. Be sure to include language objectives as kids collect materials.

Objectives:

1. Uses size, shape, and texture to describe an object. (36-48 mo. Cog. I)
2. Compares size, shape, texture of objects.
3. Imitates words. (12-21 mo. Lang. IA)
4. Experiments with different media in the painting process. (Uses materials in a variety of ways. SE III)

Materials: Paper bags; paint in lids or shallow containers; paper; pie plates

Procedure:

1. Give each child a bag and take a short walk to collect a variety of leaves, long blades of grass, weeds, etc.

2. Have children dump bags into pie plates and sit around table. Set out paints in containers. Children dip leaves, sticks, flowers, etc. into paint and use them as brushes. Encourage children to experiment with different waysthe objects can be used: pulling grass through paint and dragging across paper; using ends of sticks for dot painting; using leaf as block print.

3. Help the children compare different textures, sizes, and shapes. Emphasize the words smooth, scratchy, rough, etc. Let the children show their pictures and have group guess which objects made such effects.

Variations:

1. Paint with different types of fabrics; different widths of yarn or ribbon.
2. See MATERIALS - "String Painting"

Area: MATERIALS - "Dry Tempera Painting" No. of children: 6-8

Another exploration project -- a slow, reflective pace is most effective.

Objectives:

1. Names colors. (48-60 mo. Lang IB)
2. Uses texture to describe painting: dry vs. wet. (36-48 mo. Cog I)
3. Uses 2-3 different colors to make a design.
4. Paints strokes,dots, and circular shapes. (30-35 mo. FM III)
5. Paints with a variety of materials.

Materials: Cotton balls; brushes; dry tempera paint (primary colors); paper; cups of water.

Procedure:

1. Settle children around a table and give each child a piece of paper. Have materials arranged in center of table. Talk about this new way of painting, using dry paint.

2. Have children dip cotton balls into the powdered tempera paint and spread onto their paper. Next have them use brushes dipped in water to paint over the dry tempera to make a picture. The effects will vary according to the amount of water used. Dry tempera alone will make a soft, cloudy effect.

3. Teacher offers discriptions of different effects obtained and reviews the steps which produced these results.

Area: MATERIALS - "Magic Goop" No. of children: 6-8

This stuff is irresistible. Be sure to mix some for yourself.

Objectives:

1. Performs a variety of actions on an unfamiliar object. (48-60 mo. Cog. I)
2. Understands "a little" vs. "a lot." (48 mo. Cog. IIIC)
3. Counts "three" spoonfuls of a substance and answers "How many?" (36-48 mo. Cog. IIIC)
4. Takes turns. (SE IV)
5. Follows single directions. (24 mo. Lang IA)

Materials: A spoon and small bowl for each child; cornstarch; water; food coloring (optional); A mixture of 2 parts cornstarch to one part water is about the right ratio. A very small change in proportions changes the consistency quite dramatically, so make adjustments in small increments.

Procedure:

1. Seat children around a table and give each child a small bowl and a spoon. Tell them that they are going to mix up some magic goop to play with.

2. Pass around a bowl of cornstarch and have each child take 3 spoonfuls. Let children add water, a spoonful at a time, until the mixture is the right consistency.

3. Encourage children to experiment with the goop and describe what is happening. 'How does it feel if you punch it with your fist? What happens if you put your fingers on it and press lightly?' Have children scrape the goop onto the table and watch it flow. Tell them to make a ball and try holding it in the palms of their hands. Watch it melt!

4. (Optional) Put a drop of food coloring on a ball of goop. Watch the color spread as the ball melts.

5. If the goop begins to dry out, add a drop or two of water. (Excess water can be removed by blotting the goop with a paper towel.)

Comments: Bartholemew and the Ooblick is a good story to read before or after this project.

Area: MATERIALS - "Playdough Jewelry" No. of children: 6-8

The tough thing about this project is leaving those beautiful beads at school over night.

Objectives:

1. Counts objects 1-10 and answers "How many?" (36-60 mo. Cog. IIIC)
2. Matches or names colors. (48-60 mo. Lang IB)
3. Strings beads. (36-48 mo. FM II)
4. Names at least one color correctly. (30-36 mo. Lang IB)
5. Pinches and rolls clay. (24-29 mo. FM I)

Materials: Playdough jewelry mixture: 3 parts flour, 2 parts cornstarch, 2 parts salt, and 2 parts water (3 cups flour will make enough for 6-8 children); toothpicks; string; a variety of colors of tempera paint mixed with white glue (the glue will lend a shiny finish when dry).

Procedure:

1. Have children sit at a table. Give each child a bowl in which to make the playdough mixture. Children can make dough as a group or teacher can adapt recipe so that each child makes an individual portion.

2. Each child should have a separate supply of dough to work with. Have them pinch off a small piece and roll it into a ball, a square, a cylinder, or whatever, and pierce each piece with a toothpick to provide a hole for stringing. Leave toothpicks in while beads dry. The children get individual containers (egg cartons work well) to put beads in to dry overnight. Beads should be separated to avoid sticking.

3. Next day, place 4-5 different colors of tempera/glue mixture and brushes out on table plus 12" pieces of string, one end of which has been dipped in glue and twirled for easy stringing of beads. Throughout the painting process, encourage children to identify and label the colors they choose to paint their beads. Have children count out how many beads they have painted.

4. When paint is dry, children string beads for bracelets or necklaces. Optional: When stringing beads, have a variety of necklaces and bracelets for kids to look at for ideas.

Area: MATERIALS -- "Jello Building"   No. of children: 6-8

This project is a guaranteed winner! Don't skimp on the quantity of jello. It's inexpensive, and whatever you don't use for building can be served for snack.

Objectives:

1. Constructs a 3-dimensional model. (60-72 mo. Cog. IVA)
2. Uses one object to represent many different objects. (48-60 mo. Cog. IVA)
3. Names structure as being bridge, bed, track, etc. (30-36 mo. Cog. IVA)
4. Names one color correctly. (30-36 mo. Lang. IB)
5. Uses materials in a variety of ways. (SE III)

Materials: Jello blocks, 2 or 3 colors: Make several flat trays of homemade jello using 3/4 - 1 envelope of plain gelatin per cup of fruit juice (try grape, cranberry, or apple -- any with strong natural coloring). Follow directions of gelatin package, but reduce the amount of liquid slightly or add an extra envelope of gelatin for each 4-5 envelopes made according to directions. When the jello is solid, cut it into 1" cubes. Toothpicks; straws; all shapes and sizes of macaroni and spaghetti; knives; forks; spoons; and anything else that you can think of to stimulate building and fantasizing with jello.

Procedure:

1. Make sure all hands are freshly washed.

2. Discuss with the children the composition of some familiar objects: houses, cars, trains, rockets, cups, windows, furniture, etc. Then ask them, "What would happen if all those materials disappeared and all we had left was jello?"

3. Have all the children put their hands down and pretend to sleep. Put all the materials out on the table. Then wake them up and announce, "Look! It's all gone! There's nothing left but jello!", and let them go at it.

4. Eating the jello is part of the game. (A child might make a train and then count and eat the cars like a monster.)

5. During the project, talk with the children about structures, colors, flavors, textures, etc.

Variation:

1. On the day before this project, let the kids help make the jello. Do lots of taste sampling (kids seem to love hot jello) and stress measurements of ingredients.

Area: MATERIALS - "Wood Sculpture" No. of children: 4-8

This activity combines the advantages of carpentry and block play. Kids can build things (easily) and take them home.

Objectives:

1. Constructs a 3-dimensional structure. (60-72 mo. Cog. IVA)
2. Experiments with different surfaces, space, and balance. (48-60 mo. Cog I)
3. Joins or bonds things together with glue. (48-60 mo. FM II)
4. Uses materials in a variety of ways. (SE III)
5. Stacks blocks. (21 mo. FM I)

Materials:

Small scraps of hardwood or particle board; newspaper; glue in squeeze bottles.

Procedure:

Language to be emphasized: big, small, rough, smooth, triangle, square, parallel, balance, match, enough, a little, too much.

1. Have children sit [illegible]nd table covered with newspaper. Put some wood in center of table [illegible] the remainder in boxes on the floor.

2. Have children select pieces of wood to make a sculpture. Discuss color, texture, size, and shape of pieces. Experiment to find out how pieces balance or fit together. Discuss what kids might build and observe their ability to pre-plan.

3. Pass out the glue and watch the children create their sculptures! For younger children, encourage stacking and gluing to develop eye-hand coordination. Works could later be painted and displayed around the room. Some of the children might wish to make (or have teacher make) a label explaining their sculpture and giving their name.

Variation:

1. Twigs, popsicle sticks, pods from trees, pebbles, tiles, etc. can be added.

Area: MATERIALS - "Sand Casting" **No. of children:** 4-6

A fairly complicated procedure that must be well organized. Kids probably won't anticipate the beautiful results.

Objectives:

1. Interested in drawing or painting designs. (48-60 mo. FM III)
2. Uses texture to describe an object. (36-48 mo. Cog. I)
3. Fills and dumps container of sand. (24-29 mo. FMI)
4. Names objects. (18 mo. Lang IB)

Materials:

Sand; water; small shoe box for each child; paper clips; empty thread spools; stones; spoons; other small objects (shells, twigs, pebbles, marbles, etc); plaster of Paris mixed in a bucket wtih sufficient amount of water to make a thick batter.

Procedure:

1. Settle children around table covered with newspaper, preferably outside. Have materials available on a side table. Tell the children they can make pictures in sand.

2. Have each child fill his box with moist sand, smooth it out, and tamp it down flat. Have them poke some design in the sand with their fingers, a stone, or empty thread spool. They can place pebbles, shells, whatever, in or around the design for added texture (bumpy, rough). Teacher pours about 1" of plaster over the entire sand surface of each child's box. Children can trace initials or names in the thickening plaster. When plaster begins to harden, have them insert a paper clip into the plaster. After the casting has hardened, gently lift it out of the box and brush away the excess sand with old toothbrushes.

3. Teacher facilitates by giving directions verbally as well as demonstrating. Call attention to concepts of texture, bumpy, wet, soft, hard.

Variation:

1. Do this on a field trip to the beach.

Area: MATERIALS - "Clay Mobiles" **No. of children:** 4-6

This project looks more complicated than it actually is. Try it. The process is slow-paced and satisfying and the results are unique and pleasant.

Objectives:

1. Able to construct a 3-dimensional mobile with clay.
2. Strings clay pieces. (36-48 mo. FM II)
3. Able to roll, pound, squeeze, and pull clay. (24-29 mo. FM I)

Materials: Non-fire clay; cookie cutters (optional), knives, rolling pins, spatulas; red, blue & yellow paints in containers; brushes; driftwood found around school or on a field trip to beach; string; wine cloth or individual boards to roll clay on; wind chimes made from clay (for a model); 2" sq. piece of paper.

Procedure:

Part I: 1. Ask children to sit around the table. Spread cloth over table or give each child a board to work on. Tell children they are going to make wind chimes and describe what wind chimes are. Explain that when various objects hit each other they produce noises. Experiment with how different sounds are produced by having children hit two objects together. "What do they sound like? Which ones are loud? Soft? Which sounds tingley? Thudy?" Show children that these chimes are made from dried clay.

2. Give each child a ball of clay and tell them to work it flat into a pancake. Put cookie cutters, knives, pencils and plastic straws in center of table. Tell children that once they roll their clay flat, they are to cut out shapes for their wind chimes. Thay may use cookie cutters (optional) or cut out shapes and designs with a knife or pencil.

3. When the kids have completed shapes, tell them to take a straw and poke a hole at the top of each shape. Then have shapes placed on a sheet of paper with child's name written on it.

Part II: 4. After several days, when clay has dried, have children paint their shapes. Have child put a piece of string in each hole and tie a knot to stop it from slipping off. Tie the shapes to a piece of driftwood or broken tree branch.

5. Help child hang mobile outside to hear the sounds the chimes make.

Variations:

1. Make one incredible wind chime with the class as a group effort. Teacher may wish to spray the painted clay shapes with plastic varnish if the wind chime is to hang outside.

#23

Area· MATERIALS - Carpentry: "Sailboats to Float"

No. of children: 4-6

This is not a good project to try when you're short-handed, but it is exciting and worthwhile. Allow for lots of variations on the basic design.

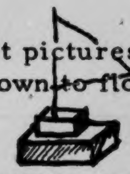
Objectives:

1. Cuts on a straight line with scissors. (48-60 mo. FMII)
2. Draws designs or picture. (48-60 mo. FMIII)
3. Drives nails into wood. (36-48 mo. FM II)
4. Scribbles. (18-21 mo. FM III)

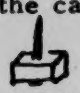
Materials: Wood scraps (fat, long pieces for boat, and fat, smaller pieces for the cabin); dowling or ½" square molding strips; nails; hammers; thumbtacks; paper; scissors; string; felt pens; pictures of boats.

Procedure:

1. Have children look at pictures of boats and explain that they are going to build boats of their own to float. Show them a sample of the kind of boat they can make.



2. Have each child hammer a nail through the cabin piece and flip it over so the sharp end of the nail is sticking up. Have them nail the cabin (the smaller piece) onto the bottom (the larger piece). Hammer mast into protruding nail. Have cards on which a diagonal is drawn. Let each child cut along the diagonal to make a sail.



3. Have children draw on their sail or write the name of their sailboat, and help each thumbtack the sail to the mast.

4. Hammer a nail on the bow of the boat and tie a piece of string or yarn to the nail to guide the boat through the water.

5. Take the children to the nearest pond, lake, river, stream, overflowing ditch, or plastic swimming pool and sail the boats.

NOTE: The design of these boats may be too difficult for many younger children, or just not how they want to do it. Don't worry. These vessels won't have to pass inspection by the Coast Guard.

Variation

Styrofoam blocks or egg carton tops with popsicle stick masts and cloth or paper sails.

Area: MATERIALS - "Draw A Person" **No. of children:** 4-8

Our non-sexist version of paper dolls. Preparation is rather elaborate, so try to get help from volunteers. Good sharp scissors are essential.

Objectives:

1. Traces or copies letters. (48-60 mo. FM III)
2. Glues by joining or bonding. (48-60 mo. FM II)
3. Uses texture to describe an object. (36-48 mo. Cog. I)
4. Knowledge of certain social conventions, e.g. who wears what clothes. (36-60 mo. Cog. II)
5. Draws a face and smaller body parts.
6. Points to body parts. (24-30 mo. Lang IA)

Materials: A variety of fabric scraps, pre-cut in shapes of pants, skirts, dresses, shorts, hats, shoes; buttons; yarns; glue; felt pens; 10-12 pieces of heavy paper or cardboard with stick figures drawn on them.

Procedure:

1. Settle children around the table and give them each a stick figure to dress.

2. Show children the clothing, one article at a time, and discuss the feel of the materials: smooth, furry, soft, rough, etc. Encourage children to point to, name, and describe their own clothing.

3. Talk about body parts, asking children what they wear on their heads, feet, legs, etc. Ask children to name (or point to) parts of their bodies and to locate corresponding parts on the stick figures.

4. Let children choose articles of clothing to glue on their figure. They may use buttons on clothing, yarn for hair or decorations.

5. Suggest that children may draw the face, hands, and other missing parts of their stick figures.

6. As they work, ask children where their people might go after they are dressed... to a party? to the park? to school?

7. Let children choose a name for their person and print (with help) the name below the person.

Variations:

1. Encourage kids to develop a story about their person, Write it down as they dictate, and make a book.
2. Use paper, e.g. wallpaper samples, doilies, etc. instead of cloth.
3. Provide a wider variety of clothing and let kids make story characters.
4. Make overclothes (boots, coats, etc.) to be put over other clothes and which can then be removed again.
5. With a small, patient group, cut out clothing from scraps. Let the kids choose the fabric, and have them explain the way clothing should look as you cut it out.

Area: MATERIALS - "Paper Bag Collage Masks" **No. of children:** 4-6

A nice get-acquainted project. Lots of interesting ideas come out in discussions of faces and feelings.

Objectives:

1. Draws a face, (2-5 distinguishible features). (60-72 mo. FM III)
2. Labels facial features on self and others. (24-30 mo. Lang IA)
3. Points to facial features on self and others. (21-24 mo. Lang IA)
4. Imitation of facial expressions.

Materials: Paper bags large enough to fit over child's head; felt pens; miscellaneous collage materials, e.g. yarn, glitter, popsicle sticks, pipe cleaners, etc.; glue; scissors; colored paper; mirror; one pre-made mask to serve as model.

Procedure:

1. Have materials arranged in center of table around which children are seated.

2. Talk about masks. Show model and explain that masks allow you to be whatever you want to be (an animal, a monster, a happy or scary person).

3. Talk about faces and have children look in mirror and identify and name the different parts of their own faces. Talk about facial expressions and how they express feelings.*

4. Have children imitate mad, happy, sad, surprized faces.

5. Have each child take a paper bag and draw a face on it. Teacher helps cut out eyes and mouth.

6. Let children decorate their masks with materials listed above.

7. Talk with each child about his mask. What is it? What expression/feeling it conveys?

Variation:

1. Write and act out a story or do a dance using characters created by the children's masks.

*For inspiration, use Frances Facemaker or other good photos of facial expressions.

Area: MATERIALS - "Animal Masks and Movements"

No. of children: 2 - lg. group

Pantomiming animals and making masks is a great project for children who are shy or have little language.

Objectives:

1. Pantomimes an animal (48-60 mo. Lang IIIB)
2. Uses glue to bond things together. (48-60 mo. FM II)
3. Guesses the name of an animal that another child pantomimes.
4. Constructs an animal face with collage materials.

Materials: Construction paper in various shapes and colors; glue; paper bags large enough to fit over head, with eyes cut out; strips of paper; yarn; buttons; scraps of material; felt pens

Procedure:

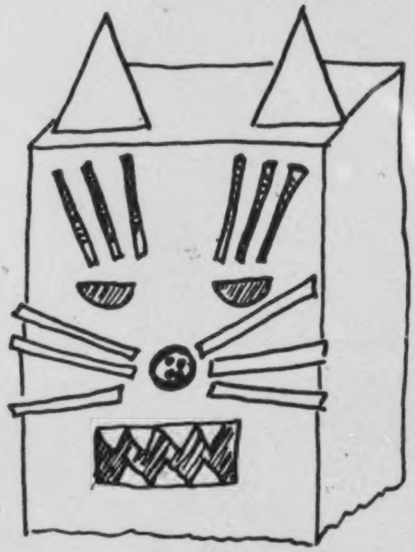
1. Have children sit around table. Give each child a paper bag. Ask them to think of an animal they want to be and tell you only. Have them whisper it in your ear.

2. Tell them to make faces of the animals on their bags. Put out all the materials for the mask-making. As masks are finished, write the name of the animal on the bags.

3. After all masks are finished, have the children sit in a circle with their masks on. Have each child stand in the middle of the circle and act out the animal she made. The group tries to guess what animal she is.

Variation:

1. Make people masks, community worker masks, cartoon characters, feeling masks, plants, members of the family, etc.



Area: MATERIALS - "Lipstick Mural" No. of children: 4-8

Once kids get over some initial inhibitions about putting on lipstick, they won't want to stop. You'll be surprised how hard it is for them to make lipstick and lips meet.

Objectives:

1. Prints capital letters of name. (60-72 mo. FM III)
2. Spatial relationships: placement of features on face.
3. Eye-hand coordination: puts lipstick on mouth only.
4. Can stay with activity for some time. (SE III)

Materials:

Lipstick of different colors (Note: lipsticks can be old, donated commercial cosmetics or homemade from cold cream and powdered tempera paint, chilled. Messy but fun.); large sheet of constuction paper; mirrors; felt markers; cold cream or salad oil and facial tissues.

Procedure:

1. Have children sit around a table. Tell them they're to make a picture with their lips -- their lips are paint brushes. This project may need some modeling and participation to motivate the children. Language to emphasize: lips, happy, sad, smile, frown, big, little, red.

2. Give each child a mirror and a lipstick. You may have to demonstrate putting lipstick on own lips. If children are older, you can have them paint each other's lips.

3. Have children press lips to paper. You can demonstrate. Talk about the shape of the print; the dark and light areas of the print. What makes lines on the lip prints? Have children experiment with different effects. Make lips round, tight, big mouth, little mouth. For younger children, you could draw a face with eyes and nose and have child print the lips on. Kids can print name (or trace your model) by their lip prints.

4. Have cold cream and facial tissues available for clean-up.

Variations:

1. Individual pictures: each child has own paper or paper plate and draws a face with all facial features except lips. Child "prints" on lips, trying to judge the right mouth placement. Kids can decide if they think their faces look happy, sad, etc. or they can draw different pictures for different moods -- angry, surprised, etc.

2. Print on mirror instead of paper.

3. Hand murals; footprint murals; elbows; arms; noses; etc.

#28

Area: MATERIALS - "Foot Prints" **No. of children:** 4-6

A great change from painting on the easel or at the table. It gives a variety of responsibilties to different children.

Objectives:

1. Demonstrates knowledge of left and right. (60-72 mo. Lang. IIA)
2. Names primary colors. (48-60 mo. Lang IB)
3. Pulls shoes and socks on and off. (36-48 mo. SH III)
4. Washes and dries hands and feet. (30-35 mo. SH IV)
5. Identifies body parts. (21-24 mo. Lang IA)

Materials: Sheet(s) of butcher paper or newsprint, 6-8 feet long; several colors of paint; paintbrushes; bean bag pillow (or something similar); old sheet; towels; tub filled with warm, soapy water; talcum powder.

Procedure:

1. When the group is gathered, decide the order of turns so that everyone is free to relax and enjoy the project. (Children might draw lots for turns, or teacher may decide arbitrarily.)

2. The child who has first turn is settled on a bean bag pillow with feet extended. (Use an old sheet to cover the pillow and catch paint drops.) The rest of the children are assigned to the foot painting team (usually two kids, one for each foot) or the clean-up team. Child then gives directions to the feet painters, describing the colors and patterns (s)he would like feet to be decorated. Discuss options -- right foot red, left foot blue, toes one color, soles another, strips, polka dots, etc. Teacher reviews with the painters which foot is left and which is right, and the parts of the foot (toes, arches, balls, soles, etc.).

3. As painting proceeds, focus child's attention on feeling the paintbrush on different parts of his feet. Help child count toes as they get painted.

4. When the footpainting is finished to everyone's satisfaction, help child stand up on the butcher paper and walk around, making footprints. Discuss the patterns of the prints. "Did the painters use the right colors and designs? Which print is the right foot, and which is the left?"

5. After making footprints, child goes to the clean-up station, sits on a chair and soaks feet in a tub of warm, soapy water. The clean-up crew washes off the paint, thoroughly, and helps child get shoes and socks back on. A sprinkle of talcum powder is very helpful in getting damp feet back into socks.

6. Children then rotate assignments and repeat the process with the next child. After all children have had turns being painted, painting, and being on clean-up team, finish the footprint mural by putting names on the footprints. Children may have their hands painted and make handprints next to footprints. Help them match right and left prints of hands and feet.

7. Hang the mural low on the wall.

Comments: Keep the group small, four or five at most, so that everyone can participate in the discussions of the painting, footprint - making, and clean-up processes. No part of the activity should be rushed, and children need to be involved while they wait for their turns to be painted.

OVER

Extension:

Mobiles: When the mural is dry (or on another day) kids can cut out their hand and foot prints, attach string to each print, and make a mobile.

Variations:

1. Have kids take off shoes and socks. Line a tray with an old towel soaked in paint. Have them step on the towel and then onto butcher paper to make footprints. If possible, do this outside on a warm day, eliminate the paper, and let them make footprints on a hard-surfaced area. Kids can then try walking, hopping, running, skipping, etc. to see the results of the way they move on their footprints patterns.

2. A shorter project. Line a tray with an old towel soaked with paint. With shoes on, let kids step on towel and then walk on a sheet of butcher paper about 8' long. Have a mat at the end of the paper to wipe their feet on. Later, let other kids try to guess whose shoes made which prints.

Area: MATERIALS - "New Home Collage" **No. of children:** 4-6

This project is extremely flexible and can be as real or fanciful, as simple or complex as you and your kids want to make it. Possibilities for language stimulation are limitless

Objectives:

1. Contributes to group planning of a goal-directed activity.(60-72 mo.SE VI)
2. Glues objects together. (48-60 mo. FM II)
3. Categorizes pictures of furniture into rooms of house. (30-36 mo.Cog. II)
4. Names functions of objects, e.g. furniture pieces. (30-36 mo. Cog. I)
5. Names familiar objects, e.g. furniture pieces. (30-36 mo. Cog. IVA)

Materials: Magazines which feature pictorial displays of furniture and household articles; a large piece of butcher paper or tag board with predrawn lines delineating room perimeters (leave room for the yard); pens and glue.

Procedure: Language to be emphasized: names and functions of furniture and household objects.

1. Make up a pretend family. Everyone at the project chooses a role to play as a family member; mom, dad, grandfather, pets, teddy bear, etc. Describe a problem: What would they do if their house burned down, or they were evicted, or they just moved into town, etc.? They need to find a new place to live.

2. Pretend to drive around and look for a new house. When an empty house is found, decide if it is suitable. Ask the members of the family what kind of rooms the house needs and what the functions of those rooms are. They decide the location of those rooms in the new house. As the family decide which rooms are which, print the names of the rooms inside the proper spaces (bedroom, kitchen, etc.) on the butcher paper.

3. Next, show the children a picture that is a focal element of one of the rooms (e.g. stove, bed, etc.). Ask the children to name the item and state its function. What do yo do with it? Where should it go? Paste the pictures in a prominent position in the appropriate space. These will serve as guides to help the children remember which rooms are which.

4. Keep the game going. Finish the house, inside and out. As the children choose things to glue in the house, ask each of them some of the questions listed above. Encourage spontaneous discussions about their homes, rooms, furniture, etc.

5. Just about anything will go in a house. Some of our kids' more unusual creations are included: a helicopter on a roof; a giant pet snake under the mom's and dad's bed; a huge pile of dirt clipped from a magazine and dumped on a chair in the living room; stained glass windows; seventeen cakes and pies; homemade waterbeds from magazine pictures of the ocean; a pet dinosaur in the yard; and a tree fort made with the picture of a real house and tree. Have fun in your new home. We'll be over to visit when you get moved in.

OVER

Variations:

1. Younger children may not understand all of the fantasy here, but group spirit should carry them along. A younger group could furnish just a bedroom and kitchen, for example, minus some of the fantasy.

2. Let each child furnish his/her own room exactly as (s)he would like it to be.

3. Make a park and playground. Include everything that would be fun in it.

4. Older children could plan a shopping center, with stores which sell only things that are desirable or necessary. (Our kids would never allow stores to sell cigarettes.)

5. Make and furnish a perfect preschool.

#30

Area: MATERIALS - Construction: "Space Ship"

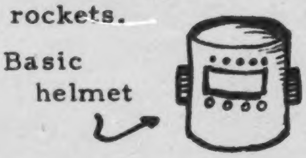
No. of children: sm/lg group

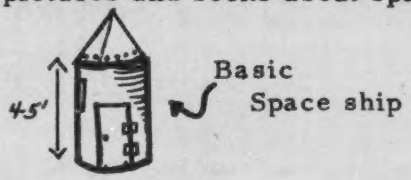
This project could continue for a week or more.

Objectives:

1. Paints, keeping color in designated area. (48-60 mo. FM III)
2. Initiates ideas for design and construction of space ship. (SE IV)
3. Uses tools appropriately. (SE V)
4. Accepts others' ideas and directions for play. (SE IV)

Materials: Tall, cylindrical packing drum (call Bekins); poster board for nose cone; cylindrical ice cream containers for helmets; coping saw; hinges; nuts and bolts; wooden knobs; paints and brushes; plastic wrap and masking tape for windows; pictures and books about space ships and rockets.





Procedure:

1. Set the background for this activity by displaying pictures and books about space, space people, and space ships. Time with an actual lift-off from Cape Kennedy for real excitement, if possible. (This activity could easily take more than one day, with construction first and then the painting.)

2. "Who would like to build a space ship? What's the first thing our space ship will need? door? nose cone?" Have the children decide where to put the door and measure how high to cut it so the kids can get inside. Help the children cut the door with the saw. Replace it by attaching hinges with bolts so it will open and shut. Put on the door knobs. For the nose cone, shape and cut the poster board into a cone and attach it to the top with masking tape or brass brads. If the space ship is to have windows, cut them now.

3. Discuss the need for keeping the rocket cool in space. Explain to children that sunlight will bounce off lighter colors, but that dark colors soak up more sunlight. (A demonstration is useful in explaining this idea.) Paint the space ship. When the paint is dry, the rocket's name (chosen by children) should be lightly printed on by the teacher with each child painting over a letter to make the name more colorful. Tape the plastic wrap inside for windows.

4. Bring out ice cream containers. "We can use these cartons for helmets. Any suggestions on how to do it?" Look at pictures of space suits and helmets. Have miscellaneous materials for elaborating on the helmets as well as painting them.

Variations:

1. See DRAMATIC ARTS - "Space Fantasy"
2. Space Monsters: monsters are always exciting for young children. Construct a monster space ship on another day to extend and expand the play possibilities. Monster helmets with antennae can be made similarly to those of the space people or from brown paper bags. Choose capes and clothes from the dress-up corner. Cf. Goldie Chernoff, Easy Costumes You Don't Have to Sew, (Scholastic: New York, 1975).

Area: MATERIALS- "Marble Roll Painting" **No. of children:** 4-8

A hand-eye coordination project with great appeal. You can shag in kids who won't touch a crayon or puzzle.

Objectives:

1. Names colors. (48-60 mo. Lang IB)
2. Imitates partner's movement of marbles.
3. Eye-hand coordination practice.
4. Balance marble on spoon.

Materials: Marbles; 3-4 colors of finger paints (or tempera powder mixed with liquid starch) in cottage cheese tubs; cookie sheets with rims; paper cut to fit the bottom of the trays; spoons

Procedure:

1. Gather children at the table. Place a tray lined with paper in front of each child and place other materials in the center of the table. Ask children for ideas about painting with marbles. "Is it possible? How could it be done?" Tell the children that there is one important rule to the game: they are not allowed to touch the marble with their hands. (This condition maximizes the hand-eye coordination experience.)

2. Let children experiment with picking up marbles with spoons. Children then put marbles into paint and roll them around for a good coat of paint.

3. Using spoons, children transfer the marbles from paint to trays.

4. Children make pictures by tilting the tray so that the marble rolls around, leaving a track of paint. Encourage children to aim for increased control of the marble.

Variations:

1. Hold up shapes for kids to try to reproduce. Don't expect success, but see if they can begin to distinguish the different motions needed for circular vs. straight-edged shapes.

2. Let the kids put a spoonful of paint in the middle of the paper. In order to make tracks, kids must aim the marble so that it rolls through the glob of paint.

3. Use two marbles at once.

4. Kids choose partners to sit opposite. One child tries to mirror the tray movements of his partner. See if the resulting pictures are similar. (Not likely.) Take turns.

Area: MATERIALS- "Pick-Up Sticks" **No. of children:** 4-6

A good fine motor project, especially for children who need work with pincer grasp activities.

Objectives:

1. Names and matches the three primary colors. (48-60 mo. Lang IB)
2. Groups consistently by one attribute (e.g. color) and able to "tell why." (36-48 mo. Cog. IIIA)
3. Matches identical objects. (24 mo. Cog. IIIA)
4. Picks up objects with neat pincer grasp. (10-12 mo. FM I)

Materials: Pick-up sticks (commercial); colored cards

Procedure:

1. Have children sit on the floor in a circle. Explain that they are going to play a game with sticks. "You are to pick up only the sticks that are the same color as your card. If you drop the stick, it's the next person's turn." Give each child a color card and ask her what color it is. If she doesn't know, name the color and have the child repeat it.

2. Drop sticks, making sure they are scattered enough for easy pick up. For younger children, help them squeeze their index fingers together. Try using popsicle sticks for children who have difficulty with thin sticks.

Variation:

1. Older children might enjoy trying not to move other sticks when picking one up. If the group decides a stick was moved, then it's the next child's turn.

Area: MATERIALS - "Jars and Lids" **No. of children:** 4-6

Great practice for estimating sizes and making visual judgments. Trying to fit all of the jars and lids together is a group challenge and calls for a good deal of cooperation.

Objectives:

1. Order objects by size. (48-60 mo. Cog. IIIB)
2. Is able to identify object "bigger than" or "smaller than."(36-48 mo.Cog.IIIB)
3. When shown two objects, is able to tell how they are the same and not the same, e.g. circular/not circular or big/not big. (36-48 mo.Cog.IIIB)
4. Screw lids onto bottles. (Hand-eye coordination for pre-writing skills.)

Materials: A dozen or so jars with matching lids.

Procedure:

Language to be emphasized: wide, narrow, tall, short, big/little.

1. Have children sit in a circle on the rug or in a designated area. Put jars of different sizes in center of group. Have children discuss sizes (big, small, smaller, bigger, etc.). Tell children that you have the tops to the jars and they are to find which lids go on which jars.

2. Give each child a jar. Let children try to find a lid to fit. When a child succeeds in find the proper lid for his jar, let him choose another jar to work on. Encourage children to verbalize the process, e.g."Is that lid too big or too small? What kind of lid are you looking for?" etc.

Variations:

1. Before screwing on lids, ask children to place different sized blocks in appropriate jars.

2. As above except give each child two jars at a time to try to find the proper lids. Must request lids from others if she thinks she needs it to fit her jar.

Area: MATERIALS - "Puzzles" **No. of children:** 4-8

Homemade puzzles often have more appeal for kids than the commercial variety. Also the language and motor objectives can be tailored precisely to the needs and interests of your group.

Objectives:

1. Describe animal by shape, size, and feel. (48-60 mo. Lang IIIA)
2. Pantomimes an animal walk. (48-60 mo. Lang IIIB)
3. Recognizes and joins separate parts into whole. (36-48 mo. Cog. IIID)
4. Names animals. (24-30 mo. Lang IB)

Materials: Puzzles: 1. 10-12 large pictures of animals (one animal per picture) cut from magazines, mounted on cardboard, and cut into 2 to 6 pieces.

2. Similar (not identical) pictures of the same animals. (Using identical pictures is a good way to simplify the project for younger kids.)

3. Large envelopes to hold the puzzle pieces and corresponding pictures.

Procedure:

1. Gather children in a circle and show them the pictures of the animals. Ask them to name the animals and discuss with them the colors, sizes, feel, and other characteristics of the animals.

2. Let each child in turn choose an animal to pantomime. The group tries to guess the animal, then joins in the pantomime.

3. Move to a table and let each child choose the animal (s)he would like to put together. (Let younger children choose among pictures of animals that have fewer puzzle pieces.)

4. As children become proficient, give them puzzles with some more pieces.

5. Have children put the pictures and puzzle pieces together in an envelope when they finish.

Variations:

1. Use puzzles of animals, people, faces, etc.

2. Let kids make their own puzzles by choosing pictures, mounting them on construction paper, and cutting the picture into pieces. Be sure to have good scissors.

3. Make geometric shape puzzles using squares, triangles, etc. Make curved or wavy cuts. To make it easier, have each shape outlined on a piece of cardboard so that kids fit the puzzle together within the outline.

4. A neat one. Have kids draw their own imaginary pet monsters. Discuss characterisitics. "Does it have fur, feathers, scales, all of these or something else on it? How many legs? toes? claws? Sharp teeth? a beak?" Kids invent a name and print it (with help) at the bottom of the drawing. Mount drawings on construction paper and cut into pieces. Let kids try to assemble one another's monster-pet puzzle.

Area: MATERIALS - "Sewing Stuffed Animals" **No. of children:** 4-6

The second and third time children do this activity they start helping one another.

Objectives:

1. Strings yarn in and out of holes. (36-48 mo. FM II)
2. Paints strokes. (30-36 mo. FM III)
3. Stuffs newspaper between two heavier pieces of paper.
4. Names animal shapes. (21-24 mo. Lang IB)

Materials: Pairs of animal shapes cut out of paper bags with holes pre-punched around the edges. Tie a front and a back of each animal shape together at one point. Pieces of brightly colored yarn with masking tape on the end as a needle; Different colored paints and brushes; Newspaper

Procedure:

1. Have children sit around a table with materials in center. Hold up one shape at a time and have children name animal.

2. Have each child choose the animal shape she wishes to sew, asking for it by name. Let children choose the color yarn they will use for sewing.

3. Have children sew their shapes together and, when nearly finished stitching the edge, stuff with newspaper and then complete closing the edge. Teacher will need to tie most of the knots to fasten the shapes together.

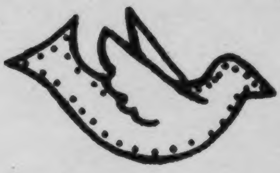
4. The children then paint the shapes and take them home.

Variations:

1. According to the season, change the shapes: Christmas stockings, valentine hearts, bunnies or eggs, pumpkins, etc. Themes, such as transportation, flowers; vegetables.

2. Children punch holes in paper themselves.

3. Make birds, but leave wings open so they can "fly."



4. See SCIENCE: "Paper Birds" for bird patterns.

Area: MATERIALS - "Classroom Exploration"

No. of children: large group

Try this game near the beginning of the year to help familiarize the kids with the room layout. Also might help your group think of "clean-up" as an enjoyable skill.

Objectives:

1. Finds a similar shape (to that shown) in the environment. (48 mo. Cog IIID)
2. Gives use of an object. (36-48 mo. Lang IIA)
3. Child puts away materials (toys) in proper place. (SE V)
4. Names an object. (18 mo. Lang IB)

Materials: Large tray with classroom equipment on it: scissors, pencil, paint brush, chalk, glue, etc. Each item has a specific storage place in the classroom.

Procedure:

1. Have children sit around a table or on a rug. Place items on a tray and hold it. Tell children, "We are going on a hunt to find where these things go. They got lost and can't find their way back." Talk about how everything has it's proper place in the classroom.

2. Give each child an item while the group is still seated. Ask each child what she has: "Let's talk about the things you can do with that." Give each child a turn to name item and tell its function.

3. "OK, let's find where they go." Children run around and put their objects away.

4. After each child returns to you and tells you where her object belonged, give her another item and repeat procedures.

5. Children can then find objects in the classroom by description: color, form, or use. Teacher can make up a kind of riddle, such as "I am yellow, have wheels, and am bigger than your foot. Find me." Older kids can make up riddles for others.

Variations:

1. Give child an object with its name printed on tape. Have children match object and tape label to object's container.

2. Give each child a part of an object like a wheel for a bicycle or seat for a swing and have child find object in the classroom or playground.

3. Give child a card with 2 or 3 attributes pictured, and have the child find an object in the room that fits the description, e.g. a spot of red, a wheel, the outline of a shape (a car or truck, or gear box).

#37

Area: MATERIALS - "Silhouette Lotto" **No. of children**: 4-6

Lotto games are easy to make and fun to play. Added bonus--easy clean-up!

Objectives:

1. Recognizes and matches objects in silhouette or "shadow" pictures. (48-60 mo. Lang IIC)
2. Takes turns. (SE IV)
3. Asks for pictures using 3-word phrase.
4. Name pictured object. (21-24 mo. Lang IB)

Materials: Individual gameboards divided into 4 squares. Using a stencil and a black marker, outline an object shape in each square. On separate cards the size of the squares, outline and color in the object pictures.

Procedure:

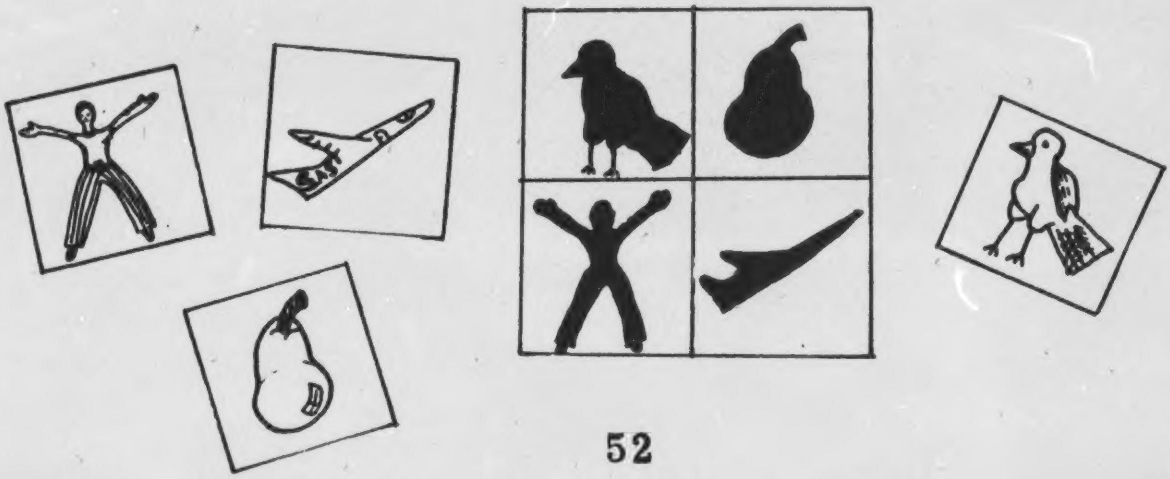
1. Have children sit around table. Pass out game boards and tell them they are going to play a game called "Lotto." "These black pictures on your cards are shadows of the picture I'm holding." Tell kids they are to find the picture that fits the shadow.

2. Place all pictured cards upside down on table. Have children take turns picking up a card, naming picture, and giving picture to appropriate child. Younger children may continue picking up cards until they find one that fits their own board. An alternative: one child can be "caller" and hold all the cards. he shows and names each card while other children ask for the card if it matches their silhouette. The first child who completes the card becomes "caller" for the next game.

3. When all the children have completed their boards, let them exchange game boards and start again.

Variation:

1. Silhouettes of the same categories: food, toys, clothes, etc.



Area: MATERIALS - "Things That Go Together"

No. of children: large group

Kids love the idea that they know more than the space traveller.

Objectives:

1. Tell why two objects have similar functions or are used together to perform a particular funtion.
2. Describes an object by its use. (30-36 mo. Cog. I)
3. Names objects.

Materials: On a tray, an assortment of objects that go together: toothbrush/tooth paste, knife/spoon, envelope/stamp, track/train, paper/pencil, soap/washcloth. A puppet made up as if he were from another planet with antennae, horns, strange eyes, funny voice, two heads, etc.

Procedure:

1. Have the puppet come in and introduce itself. The puppet is not from this planet. It is just visiting, and it's found some things it thinks go together.

2. The puppet starts taking things off the tray and examining them, e.g. tasting soap, listening to it, smelling it. The puppet asks the children what it's called, what it's used for, etc.

3. Then the puppet picks up other objects, trying to put two objects together. The puppet asks why some of the objects work together but others don't. Encourage group participation.

4. Repeat the above procedures until all the objects on the tray are matched.

Variations:

1. Use objects which serve the same function, but are different in form (sponge / washcloth; bar of soap/box of soap flakes or liquid soap, etc.). The puppet acts mystified, pointing out differences. Kids must disregard color, shape, or form differences and identify function as the matching characteristic.

#39

Area: MATERIALS: "Mittens with Faces" **No. of children:** 4-6

A nice, easy visual perception game for beginning card players. Change the rules and structure according to your group.

Objectives:

1. Participates in a card game.
2. When shown two objects, is able to tell how they are the same, or not the same. (36-48 mo. Cog. IIIA)
3. Matches identical objects. (24 mo. Cog. IIIA)

Materials:

20 mittens (or Easter eggs, Valentine hearts, etc.) cut from construction paper of the same color. Draw 10 pairs of faces on mittens, each pair slightly different from the other 9 pairs, e.g. eye blinking, no nose, etc. Some extra blank mittens; felt tip pens.

Procedure:

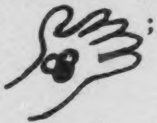
1. Have children sit around table. Tell them they are going to play a game called "Pairs." Give each child one mitten of a pair and keep the match yourself. Ask each child to describe her mitten. If necessary, help by questioning, "Is anything missing?" Is it happy or sad?" etc.

2. After the children have described faces, show them a mitten. "Who has this mitten?" The child should say, "I do." or "It's mine." Younger children should repeat the phrase.

3. As each child makes a match, take it and give him another mitten. If child matches easily, give him a face with more subtle deviations or multiple deviations, e.g. having both a winking eye and no nose.

4. Have some blank mittens so that, on completion of the group game, each child may draw a face on a mitten and take it home.

Variations:

1. Colors, shapes, matching pieces of wallpaper, or designs with a range of complexity may be used. For example: overlapping gummed circles in different colors  ; or linear sequences of varying complexity, e.g. AABA,. CAT, —●—● .

2. Concentration: Lay 5 pairs of mittens face down on table. Kids take turns turning over 2 cards, trying for matching pairs.

Area: MATERIALS - "Categorizing" **No. of children:** 4-6

Experiment with different assortments of objects. Any category is OK as long as the objects placed in it are appropriate.

Objectives:

1. After categorizing objects by one attribute, able to re-categorize same object using a different criterion and tell why. (48-60 mo. Cog IIIA)
2. Counts objects, touching as it is counted. (48-60 mo. Cog IIIC)
3. Describe and categorize objects by color, shape, size, and materials. (36-48 mo. Cog. IIIA)

Materials: Parquetry blocks (big/little); beads; small boxes; empty thread spools of different shapes and sizes; beaded and unbeaded pegs, etc; sorting tray; cut off milk cartons

Procedure:

1. Have children sit around table. Give each child a sorting tray (or egg carton) and a milk carton containing different objects. Tell children they are to put all the things that are the same together. For the younger children, it may be necessary to give them guides, e.g. put all the blue things on a blue sheet of paper.

2. After each child finishes his sorting, ask him why the objects belong together. After they have explained their categories, have them count the number of objects in each category as they return them to the milk carton. Then ask them to sort again, using different characteristics. They may need some suggestions as to what categorizing means. For younger children, begin with color, next grouping size, then shape, then materials.

Variation:

1. A more abstract version: Using objects or pictures, have the children as a group sort objects to be taken on a trip, e.g. What would we take camping? to Disneyland? to the beach?, etc.

Area: MATERIALS - "Bracelets and Necklaces"

No. of children: 6-8

Teacher: Emmy, your bracelet doesn't look like mine. Can you make yours look like this one?

Emmy: Well yes, but mine's prettier.

Objectives:

1. With a duplicate set of objects, the child is able to copy a linear (straight line) pattern. (36-48 mo. Cog. IIID)
2. Counts 2-10 objects and answers "How many?" (36-60 mo. Cog. IIIC)
3. Strings beads. (36-48 mo. FM II)
4. Random grouping of objects. (24-36 mo. Cog. IIIA)

Materials: Different colored macaroni, carrots, raisins, and crackers in pie plates. Pattern cards: the pictured color pattern is linear and should correspond closely in size, shape, and color to the food being used. Needles threaded with string cut long enough to be a necklace or a bracelet and knotted at one end. Optional: 2-3 pieces of dimestore jewelry as samples to show and describe to the children for inspiration.

Procedure:

1. Have children sit around a table or in a circle on the floor. Give each a string and needle. Allow them to string the materials spontaneously.

2. As the children work, show them the special cards and let each child choose one. (Offer younger children a choice of simpler patterns.) Have them reproduce the pictorial color sequence on the card by stringing the appropriate foods. If they only want to reproduce the pattern once, fine, but ask them what the next color or food would have been. Find out if they understand that the pattern will repeat itself. For younger children use only two or three sequenced colors. Have them put their fingers on the first object closest to the knot and work towards the needle, stringing an object for each colored picture. For some young kids, these cards may be too difficult. Have a few patterns already strung for them to copy. Maybe let them eat the model when they're done.

3. Put the string around the kid's wrist or neck after (s)he has finished, and knot it. (Make the string long enough so that it can slip on and off without being untied.)

Variations:

1. In order to encourage kids to follow a sequence, suggest that they make a necklace and bracelet to match. For example, you might tell them that you made a bracelet for them and they would have a set of matching "jewelry" by making a necklace with the same pattern. Older kids can follow a pattern card. Or use the spontaneous pattern kids make on their first work as the sequence to be copied for the matching jewelry.

2. Use playdough jewelry made previously be the kids. (See MATERIALS-"Playdough Jewelry.")

OVER

3. Color and soften corn kernals by soaking them overnight in water and food coloring.

4. Use junkshop jewelry (unstrung) or buttons instead of food. Be sure the beads or buttons have large holes so that reasonably large needles will pass through them.

Area: MATERIALS- Texture: Sandpaper **No. of children:** small grp.

This may be a rough project, but don't let it wear you down.

Objectives:

1. Orders objects by texture. (48-60 mo. Cog. IIIB)
2. Pastes or glues. (48-60 mo. FM II)
3. Answers "How does it feel?" (36-48 mo. Cog. I)
4. Matches identical textures.

Materials: Model strip of paper with sandpaper sheets glued in order from fine to rough; paper bags with sample sheets of each grade of sandpaper inside; long papers marked into sections.

Procedure:

1. Seat children around a table. Give children the model of sandpaper grade to feel and pass around. Attention should be drawn to differences in each sandpaper sample. For younger children, focus on the actual process of feeling with fingers, using descriptive words like rough/smooth, bumpy, scratchy, soft/hard, slippery.

2. Give each child a bag containing sandpaper pieces to match those on the model. The child feels the first texture (smoothest) on the model strip and then reaches into the bag, trying to pull out the matching grade of sandpaper. Older children can proceed according to the order of roughness. Younger children can match any textures they pull out of the bags with the corresponding textures on the sample.

3. If a child succeeds in ordering the sandpaper textures by using the model as a reference, have her try ordering textures from smooth to rough without the model.

4. Children can glue, in order, the pieces of sandpaper from their bags onto paper to take home.

Variation:

1. Use any materials that can be ordered by texture.

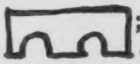
#43

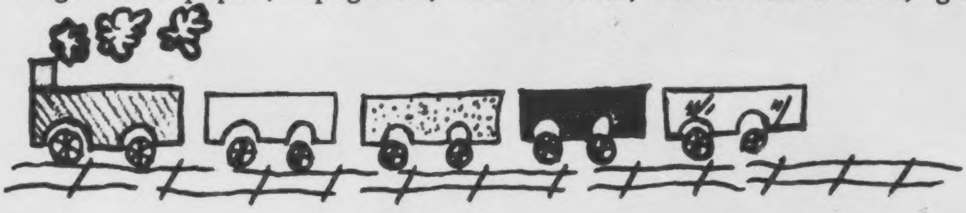
Area: MATERIALS - "Texture Train"   No. of children: 6-8

This is a great project! These trains make a beautiful bulletin board display if you can persuade kids to leave them at school.

Objectives:

1. Copies a model or design. (60-72 mo. Cog. IIID)
2. Copies a linear pattern. (48-60 mo. Cog. IIID and FM III)
3. Counts to 5 and answers "how many?" (48-54 mo. Cog. IIIC)
4. Uses texture to describe an object. (36-48 mo. Cog. I)

Materials: Precut train forms cut from tinfoil ; felt; cloth; sandpaper; cellophane; any materials of varying textures; large black paper; spaghetti; cotton balls; macaroni wheels; glue.



Procedure:

1. Give each child a piece of black paper and show them an example of the texture train. Have the materials laid out in piles in logical order at a separate table so the children can get what they need. The first car, cut in the shape of an engine, could be pre-glued on the left side of each paper to ensure left-to-right progression in the construction of the trains.

2. Have the glue on the table and make suggestions, e.g. "The cotton can be the smoke; the spaghetti can be the track." Ask them, "Which car feels rough, smooth? etc."

3. When trains are finished, have children count the cars of the train and describe the various textures.

Variations:

1. See MATERIALS - "Textures with Sandpaper." Follow the above procedure but have the cars for the trains cut from different grades of sandpaper. Children order sandpaper cars from smooth to rough, working left to right.

Area: MATERIALS - Textures: "Feely Box" **No. of children:** 2-6

An old standby. Low-cost materials, little preparation and clean-up, and allows for limitless variations.

Objectives:

1. Describes objects while naming them, using 3 descriptors (e.g. color, shape, size, texture). (48-60 mo. Lang IIIA)
2. When asked, able to describe texture, shape, weight, or color of an object. (36-48 mo. Cog. I)
3. Identifies object by touch alone.
4. Gives use of object by naming or gesturing. (30-36 mo. Cog. I)
5. Identifies a common object by pointing or vocalizing. (12-18 mo. Lang IB)

Materials: "Feely Box": box with face drawn on front. Cut mouth hole large enough for a hand to fit inside. Familiar objects such as a table fork, a small sponge, a large button, clothes pin, large safety pin, spool of thread, string, key, rock, etc. Written list of these objects.

Procedure:

1. Show the children the box and explain, "I made a box for us to play with! It's called a Feely Box and I have some special things to put inside." Have children feel and repeat the name of each object before it is put into the box. Demonstrate this activity by picking up the object, naming it, describing how it feels and its several uses. Then place it in the box.

2. Taking turns, have each child choose an object to talk about. Encourage as many responses and as much detail as possible. "Tell me about it." Prompt if necessary. "What color is it? How does it feel? What shape is it? What can you tell me about the weight? size? What is it made of? What could you do with it?" After each object is described, have it put into the box.

3. "Now everything is inside. Put your hand through the hole and find something, but don't take it out! Feel it carefully. What is it? Tell me what it is and then you may take it out." Some children may need to use two hands; one to hold and the other to feel the object.

4. Replace objects in box. Using list, call for an item and have a child feel inside the box. "Don't take anything else out except the ____(key)____. When you find the ____(key)____, take it out and show us." If the identification is correct, the child keeps the object. If incorrect, the object is put back into the box and called for again later.

Variations:

1. Use themes for selectionof objects, e.g. plastic fruit, kitchen objects, shapes for math game. 2. Opposites: pair of objects place in box. "Find the one that is rough/smooth, big/little, scratchy/slippery, heavy/light, etc.
3. Put one object in at a time, or ask children to take turns choosing objects to put in box. Have children be "teacher."

SELF-IMAGE/MULTI-CULTURAL

A child expresses self-image in all behavior. Disturbances or limits in a child's self-concept are of a fabric with normal function and often are difficult to differentiate. Because of this interweaving, a teacher should make the support of a child's self- concept part of all activities and conversation.

The growth of self-concept is one of many processes of physical and psychological development which follows sequences well documented in child-development studies. During the growth process, these sequences produce natural, striking changes which may introduce an entirely new array of behaviors and skills in a relatively short time.

Constructive change occurs when nonconstructive, maladaptive behavior is disrupted, not permitted to continue, and when developmentally appropriate behavior is substituted. Utilize change and new behavior: recognize it and build on it.

The normal process of change is uniquely individual, yet predictable, and occurs in relation to environmental conditions, biological constituents, and the foundation laid in prior experience. Connect your planning for each child to (a) maturation -- the general sequence of normal development; and (b) the individual patterns of development, strengths, and weaknesses.

The young child's knowledge of himself, his confidence in himself, his willingness to risk himself in new situations, grows out of significant, pleasurable experiences. The classroom must provide a way for the child to succeed and the teacher must be able to mirror this success for the child to see. If experiences are frightening, confusing, complicated, meaningless, or failure-producing, the child may tend to avoid another attempt. If classroom experiences are pleasurable, the child will learn.

The young child learns and grows by experiences. What he does is more significant than what he hears. Meaning come through activity. Teaching children implies an essentially participatory emphasis. The classroom experience must connect the child to a world beyond family interactions.

Because we feel self-image is an integral part of the on-going daily activities rather than a separate curriculum unit, we have included here a few sample lesson plans and an extensive cross-reference index. These projects and the ones listed in the index are good get-acquainted activities and bear repeating during the year.

Multi/Cultural Projects

Oakland is a community with an amazing representation of religious and ethnic groups. Over the years we have done units on many cultures and celebrated many holidays and special occasions in addition to those on the school calendar. Parents are our prime resource for both curriculum and display materials. Given assurance of adequate protection for their treasures, parents have loaned us records, authentic works of art, traditional hand-crafted toys and household objects, pictures, books, and other marvels to enrich our school environment. Rare is the family with no resource of time, talent, or treasure to contribute. Most families are just waiting to be asked.

Community organizations such as the Native American Preschool, True Sunshine Preschool, African-American Historical Society, Filipino Community of the East Bay, etc. have invited us to exchange visits and provided us with ideas, resource materials, and sometimes even performing artists.

We have included, as a sample, a series of projects based around a Chinese New Year celebration. We might just as easily have chosen Cinco de Mayo, Chanukah, St. Patrick's Day, Santa Lucia's Day, or a Klamath Indian Potlatch. However, the format remains the same: traditions, songs, stories, games, crafts, food, and other trappings of occasions or life styles of many cultures.

Self-Image Activities from Other Units

Materials:	Nos. 25, 27, 28, 29
Language Arts:	Nos. 1, 4, 5, 6, 24, 26, 27, 28, 31, 34, 35, 36
Dramatic Arts:	Nos. 3, 4, 18, 22, 23, 27
Movement:	Nos. 14, 21, 24
Music:	Nos. 2, 3, 4, 5, 7
Science:	Anatomy section, #'s 17 through 25

Self-Image/Multi-Cultural
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6. Body Outline
7. Glowing Portraits
8. Paste-A-Face
9. Round Our Waists
10. Matching Faces to Bodies

II. Multi-Cultural

11. Chinese New Year - Parade Preparation
12. Chinese New Year Dragon
13. Chinese New Year Fans
14. Chinese New Year Tassels

Area: SELF-IMAGE - "Getting Acquainted" No. of children: small and large group

Start small and increase the size of the group as the year progresses.

Objectives:

1. Imitates simple actions or gestures. (36-48 mo. GM IX)
2. Gives full name on request. (30-36 mo. Lang. IIIA)
3. Takes turns. (SE IV)
4. Makes rhythmical response (clapping). (24-29 mo. Lang. IIIB)

Materials: None.

Procedure:

1. Have children form a circle and sit down.

2. Go around the circle with each child saying his/her name, one after the other, in something other than a normal voice. Names may be shouted, whispered, sung, etc.

3. Go around again, this time clapping the rhythm of each child's name. Teacher can clap first, children follow in imitation.

#2

Area: SELF-IMAGE - "Favorites Chart" **No. of children:** whole class, one at a time

Not exactly a project -- more a conversation piece.

Objectives:

For teachers (and parents): get acquainted with children in class.

Materials: Long sheet of butcher paper with graph as shown on back; felt pens in several colors; bathroom scales; 5' measuring tape attached to wall.

Procedure:

1. During spare moments during the day, take each child, one at a time, for interviews. Alternating colors makes the chart easier to read. Post the chart, in progress, in a prominent place for parents and other teachers to read as it evolves. Interview other teachers too -- they enjoy it as much as the kids do. (See example of "Favorites Chart" on other side of this page.)

Variation:

1. Feelings Chart (below)

FEELINGS CHART

NAME	WHAT:					
	DO YOU LOVE?	MAKES YOU MAD?	MAKES YOU CRY?	SCARES YOU?	DO YOU HATE?	MAKES YOU HAPPY?

(OVER)

NAME	AGE	HEIGHT	WEIGHT	HAIR COLOR	EYE COLOR	FOOD		BEST FRIEND	PETS	FAVORITES						WHAT NAME SOITS YOU BEST?
						LOVE	HATE			ANIMAL	TOY	TV SHOW	PROJECT	COLOR	STORY	
JIM	4	38"	40	BROWN	BLUE	PIZZA	ASPARAGUS	SAM	"FANS" THE DOG	KANGAROO	MY CASTLE	SESAME STREET	SONGS	RED	WHERE THE WILD THINGS ARE	JIMBO
TINA	5	39"	45	BLACK	BROWN	ZUCCHINI	FISH	JIM	CARUSO THE BIRD	PARAKEET	OAKLAND A'S BAT	ZOOM	WOOD SCULPT-URE	GREEN	PETER PAN	CLIMBER

ETC.

FAVORITES CHART

Area: SELF-IMAGE - "Me Books" **No. of children:** whole class, 6-8 at a time

This series of activities goes on for two weeks or more and can be carried on during project or free time. Kids will enjoy adding to their folders and sharing them with one another.

Objectives:

1. Prints name, simple words, numerals. (60-72 mo. FM III)
2. Draws house, 2 to 5 items. (60-72 mo. FM III)
3. Draws recognizable person. (60-72 mo. Cog. IVA)
4. Draws picture meaningful to self. (48-60 mo. FM III)
5. Cuts a straight line with scissors. (48-60 mo. FM II)
6. Can paste and glue. (48-60 mo. FM II)
7. Sequences and relates stories or personal experiences. (48-60 mo. Lang. IIB)
8. Holds large crayon (or felt pen). (36-48 mo. FM III)
9. Knows social conventions (room placement of furniture, etc.). (36-60 mo. Cog. II)
10. Answers correctly, "Are you a girl or boy?" (30-36 mo. Cog. I)
11. Discriminates spatial prepositions. (30-36 mo. Lang. IA)

Materials: Folders made from large sheets of construction paper folded in half; felt pens; paper. Note: Folders should be attractive and durable. Use contact paper or other materials to decorate and reinforce the folders. Children should be able to look at their books as often as they wish.

Procedure:

1. Gather children at table and allow each child to choose a favorite-colored folder. Explain that they will be able to make a book about themselves. Tell children that the folders will be kept at school and worked on each day until the books are finished.

2. Print ME BOOK on a piece of paper for older children to copy at the top of their folders. For younger children, print the words in pencil or chalk for them to trace. Have children put their names at the bottom of the folders. Give help as needed. (Save space in the center of the front cover for child's picture.)

3. Give each child a piece of paper and ask him/her to draw a self portrait.

At subsequent times continue with the following activities:

Families:

Pass out pieces of paper and ask children to draw their families. Discuss sizes, ages, pets, etc. Ask each child to identify family members in picture. Label picture as child dictates.

(OVER)

My Room:

Ask children to draw their rooms. As children draw, ask questions about their room: "Do you share your room? Window? Curtain? Color of room? Color of curtains? Big or little bed? Toys? Toy box or shelves?", etc. Encourage children to draw and describe with as much detail as possible.

Over a period of time, add other materials to ME BOOKS:

1. Ask parents to send baby pictures.
2. Take polaroid pictures or snapshots of children at school to put on cover of books. (Or ask parents for a recent photo.)
3. Cut a small snip of child's hair to tape in book.
4. Include lipstick picture. (See MATERIALS - "Lipstick Murals," Variation #1.)
5. Make hand and footprints. (See MATERIALS- "FootPrints."
6. See SELF-IMAGE - "Favorites Chart." Let children go through magazines and cut out pictures of favorite things.

   Each ME BOOK will be different. Children should include things important to them, and nothing has to be put in except the things they want.

7. Send ME BOOKS home. Consider letting children mail their books home. (See LANGUAGE ARTS - "Home Address.")

Note: A good source for more ideas is Is This You? by Ruth Krauss and Crockett Johnson.

Area: SELF-IMAGE - "Life Size Self-Portraits" **No. of children:** 4-8

A simple project which yields revealing results. Do this at the beginning of the year -- take pictures (see comment) -- and compare.

Objectives:

1. Draws a recognizable picture. (60-72 mo. FM III)
2. Draws pictures meaningful to self. (48-60 mo. FM III)
3. Paints strokes, dots, circular shapes. (30-36 mo. FM III)
4. Understands simple directions. (24-36 mo. Lang. IA)
5. Interested in painting process. (24-29 mo. FM III)

Materials: 48" sheets of butcher paper; poster paints in assorted colors; brushes

Procedure:

1. Attach paper to wall and put paints on the floor below the paper.

2. Be very explicit in instructions. Tell children, "Paint a picture of yourself as big as you are."

3. Let them go at it.

Comment: Seemingly abstract messes are in fact accurate portraits if your instructions have been clear. For an eye-opening experience, take a photograph of the child standing next to his/her portrait after (s)he has finished painting. The child will strike the same gestural pose (s)he has painted.

#5

Area: SELF-IMAGE - "Self-Portraits in Detail" **No. of children:** 1 at a time

This project is a one-to-one process, but the technique of calling attention to detail can be extended to any activity.

Objectives:

1. Draws recognizable pictures. (60-72 mo. FM III)
2. Discriminates spacial prepositions. (30-48 mo. Lang. IA)
3. Names at least one color correctly. (30-36 mo. Lang. IB)
4. Points to and names smaller body parts. (24-30 mo. Lang. IA)
5. Points to 4 or 5 body parts or clothing. (21-24 mo. Lang. IA)

Materials: Large sheets of paper (18" x 24" at least); felt pens; full length mirror.

Procedure:

1. Tape sheet of paper on the wall or easel next to the mirror.

2. Stand child in front of mirror. Place your hands around his/her head and ask what it is. Make outline of head with your finger and ask if it is a circle or a square.

3. Have child draw a large circle for his/her head. Alternating between mirror and paper, point to each feature on face, ask what it is, and have child draw it. The idea is to get the kids to draw as much detail as possible: eye has more than one circle, eye lashes, eyebrows, nose has two nostrils, etc.

4. After head is completed, have the child hold his/her arms out to side and trace outline of body with your hand, asking what shape it is -- round? corners or curves? Have the child draw that shape.

5. Stretch child's arms out horizontally and ask what they are. "Do they come out of your body or out of your head? Draw them coming out of your body. What's at the end of your arms? Make a fist. Do you see the circle?" Trace the circle with your finger. "Now open your hand. See the fingers? Draw a circle at the end of your arm. Now draw your five fingers." Count while (s)he draws fingers. "Draw other hand and fingers."

6. Run your hands along length of child's legs and ask, "What are these? Do your legs come out of the bottom of your head or the bottom of your body? Draw your legs coming out of the bottom of your body. What's at the end of your legs? Draw a circle for your (shoe/foot)." Depending on the response, add toes or details of shoes, e. g. shoelaces, x's for laces, 0's for bows.

7. Add other details of clothing such as barrettes in hair, stripes on shirts, anything obvious that can be simplified for the child to draw as shapes. Ask if anything is missing. Children sometimes add more details of selves or sometimes want to draw a pet or favorite toy.

8. Help child get his/her name on the picture and display it.

Area: SELF-IMAGE - "Body Outline" **No. of children:** 4-6

This project is slow for kids at the beginning -- waiting a long time for a turn is tough. But don't rush the outline and individual discussions. Try outlining a few kids at outside or free time and letting them finish their portraits at project time.

Objectives:

1. Holds large crayon (felt pen) with fingers. (36-48 mo. FM III)
2. Answers "Who," "What," "Where," questions. (36-48 mo. Lang. IIIA)
3. Names at least one color correctly. (30-36 mo. Lang. IB)
4. Points to and names body parts (knees, elbows, wrists, hands, etc.). (24-30 mo. Lang. IA)
5. Points to 4 or 5 body parts or items of clothing. (21-24 mo. Lang. IA)

Materials: 5' sheets of wide butcher paper; felt pens or crayons; large mirror

Procedure:

1. Put a sheet of butcher paper on the table and choose a child to lie on the paper and be traced.

2. Ask the child how (s)he wants arms (at sides, above head, one up and one down, etc.) and legs to be. When (s)he decides on a pose, draw around him/her with a black crayon or felt pen. Name body parts as you draw.

3. When the body outline is completed, have the child stand up and look in the mirror. Ask the child to describe clothing: long or short sleeves? pants? dress? socks? tights? what kind of shirt? collar? what colors? patterns? etc. Help child draw in some guidelines -- end of sleeves, neckline, chin, etc. Move the picture to the floor and let child finish the picture by adding face, hair, coloring clothing, and adding details.

4. Repeat with the rest of the children in the group in turn.*

5. As the children work, call attention to body parts, clothing, and colors. Have them look in the mirror while you hold their portrait up and compare.

6. Optional: Cut out the body outlines and hang them around the room.

*NOTE: It helps to have two people drawing outlines to get things going. In a hall or in a clear space in the room, roll out a long sheet of butcher paper and let several children lie down and try different poses while you (and a helper) outline. Be sure to acknowledge the patience of children waiting turns.

Variation:

1. Use glue and collage materials -- yarn, cloth scraps, buttons, macaroni, etc. -- for children to add features and details. Use poster paints instead of (or in addition to) felt pens.

Area: SELF-IMAGE - "Glowing Portraits" No. of children: 4-8

Even a very young child can create a dramatic picture. It may or may not look like a face.

Objectives:

1. Identifies facial features. (24-30 mo. Lang. IA)
2. Interested in painting process. (24-29 mo. FM III)
3. Tears paper. (24-26 mo. FM I)

Materials: Tin foil; 8" x 10" pieces of cardboard; white glue diluted 1:1 with water*; brushes; scraps of tissue paper in assorted colors, shapes, and sizes.

Preparation: Cover cardboard with tin foil, securing foil with masking tape on the back.

Procedure:

1. Give each child a piece of foiled cardboard and explain that they will be making pictures of themselves.

2. Demonstrate the process: a) brush glue over foil, covering the whole surface. b) lay tissue paper on top of glue in facial pattern with detail of features. c) brush glue gently over paper. Do not brush too much or tissue paper will bleed.

3. Children may tear or crumple tissue paper to get the effects they want.

4. While children work, discuss with them the features and expressions on the portraits.

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* Polymer medium (glossy) works much better than glue, is not expensive, and can be obtained from art or school suppliers. A pint will be sufficient for several projects.

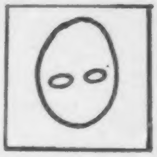
Area: SELF-IMAGE - "Paste-A-Face" **No. of children:** small group

A project that emphasizes self-awareness and awareness of others while developing fine motor skills and creative expression.

Objectives:

1. Draws a recognizable person. (60-72 mo. FM III)
2. Can paste and glue. (48-60 mo. FM II)
3. Matches colors. (48-60 mo. Lang. IB)
4. Can fringe paper with scissors. (36-48 mo. FM II)

Materials: 8x10" construction paper of assorted "skin" colors (white, pink, peach, manila, cream, tan, brown, etc. -- several of each shade, depending on group), with outline of head and eyes predrawn; white ovals for "whites" of eyes; 1x2" rectangles of construction paper in assorted shades for eyelashes; yarn for hair; small circles for pupils of eyes; scissors; glue; felt pens; hand mirrors.



Procedure:

1. Seat children around table. Give each child a hand mirror to look at (or have them take turns). Ask each to choose a piece of paper which looks like the color of his/her face.

2. Let them look in the mirror(s) again and observe the white part of their eyes. Give them white ovals to glue in the places drawn.

3. Ask them to look at the round part of their eyes and match the color with colored circles. Glue in.

4. Show children the choices of colors for eyelashes and have them pick a color that matches their own lashes. Show them how to fringe the paper, cutting only part of the way through the rectangles. Give help as needed. Remind children to glue eyelashes above and below eyes.

5. Let children use felt pens to add other features -- nose, mouth, ears, glasses, etc.

6. Discuss hair -- color, length, wavy, straight, etc. Show children the yarn colors. Ask each child in turn to choose yarn to match his/her hair. Cut a piece of the chosen color and match for length against child's hair while (s)he looks in mirror. Adjust to appropriate length and cut more pieces of that length for child to glue on for hair.

7. Have children put names on pictures (help as needed), and display the pictures.

Extension: Show the pictures to the rest of the class and have children identify the self-portraits. Hold up a picture (name hidden). Ask the color of the hair-- (Dark brown). All children with dark brown hair stand up in front. "How long is hair?" Match picture to each child and have children whose hair is too long or too short sit down. Continue eliminating children by features until only the possible remain. Give other clues ("boy or girl? name starts with?") until self-portrait is identified.

(OVER)

Variation:

1. Make a graph of features. Let each child mark in the squares to represent his/her characteristics.

EYES													
Blue	X	X	X										
Brown	X	X	X	X	X								
Green, etc.	X	X											
HAIR COLOR													
Brown	X	X	X	X	X	X							
Blonde	X												
Black	X	X											
Red, etc.	X												
HAIR TYPE													
Wavy	X	X	X										
Straight	X	X	X										
Curly, etc.	X	X	X	X									

#9

Area: SELF-IMAGE - "Round Our Waists" **No. of children:** 4-8

A nice change from measuring height and weight.

Objectives:

1. Points to and names body parts. (48-60 mo. Lang. IA)
2. Order objects by length. (36-48 mo. Cog. IIIB)
3. Measures size of body parts.

Materials: Ribbon or cloth tape; butcher paper with words "Round Our Waists" printed at top and room for names to be written along the side; felt pens; glue.

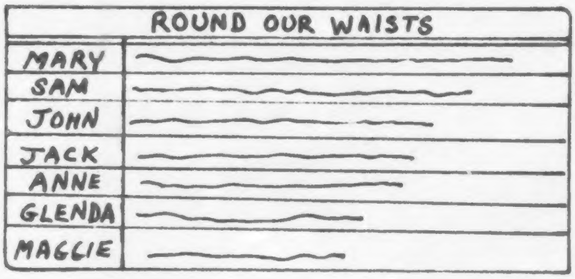
Procedure:

1. Have children sit in a circle on floor. Tell children that you are going to measure their waists to see how big they are. Have children point to their waists. Have them twist at the waist, bend forward and backwards, sideways. What does the waist help them do?

2. Ask for ideas about how to measure waists. Could you use a yardstick? a ruler?

3. Each child comes in turn to be measured. Put the ribbon around his/her waist and cut it to size. Put the child's name on the ribbon and give it to him/her.

4. After each child has been measured, have children compare ribbons to determine longest and shortest. Put the name of the child with the longest ribbon at the top of the chart and have him/her glue on the ribbon next to the name. Have child with shortest ribbon glue it on the bottom of the chart with name. Repeat comparisons to find longest and shortest remaining ribbons. Compare to chart and glue in appropriate places.



5. Put chart on bulletin board for discussion.

Variation:

1. Measure other body parts. Compare order to order of waist sizes.

#10

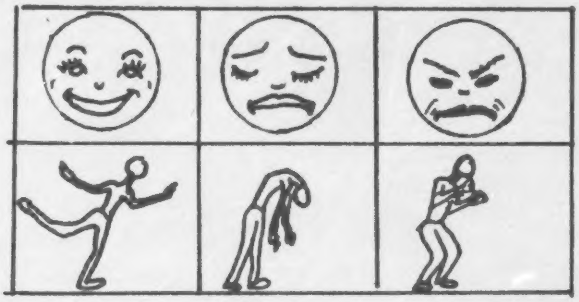
Area: SELF-IMAGE - "Matching Faces to Bodies" No. of children: 4-6

Without realizing it, kids know how to read emotions through facial expressions and body postures and enjoy this game of matching the two.

Objectives:

1. Verbally expresses cause and effect relationships between feelings and behavior. (SE V)
2. Able to make analogies. (48-60 mo. Lang. IIA)
3. Tells what action is going on in picture. (36-48 mo. Lang. IB)
4. Demonstrates simple action words. (24-30 mo. Lang. IIIB)
5. Recognizes fine detail and given a choice of two, points to correct picture. (24-29 mo. Lang. IB)

Materials: Emotion pictures: face cards, 4x4" card showing happy, sad, mad, afraid, surprise, etc. and body cards, 4x4" showing simple bodies that express the facial emotions. Game board: 8x12", divided into 6 spaces -- 3 above and 3 below.



Procedure:

1. Show the happy face card and have that emotion identified. Ask each child, "What things make you happy? Show me how you look when you're happy. Stand up and show me with your whole body." Put the body cards on the table. "Find the body that matches the happy face." Repeat this procedure with each emotion face card.

2. Place the game board on the table. "Now we are going to play a game with these pictures. Watch carefully!" Put three face cards on the top row and two body cards below their matching faces. Leave one body space blank. Place the other emotion cards on the table. "Find the missing body." Allow time for one of the children to notice the analogy and explain, perhaps with prompting, to the other children.

3. Always using the top row for face cards and the bottom row for body cards, continue the procedure until each child has had a turn. Either a face or body card could be matched. To simplify the game, show a child one emotion picture. Give a choice of two grossly different facial expressions or body postures to choose from for his "missing" picture.

Variations:

1. Child mimes facial expression. Others match body posture card.
2. Wearing paper bag mask, child mimes body posture. Children match face card.

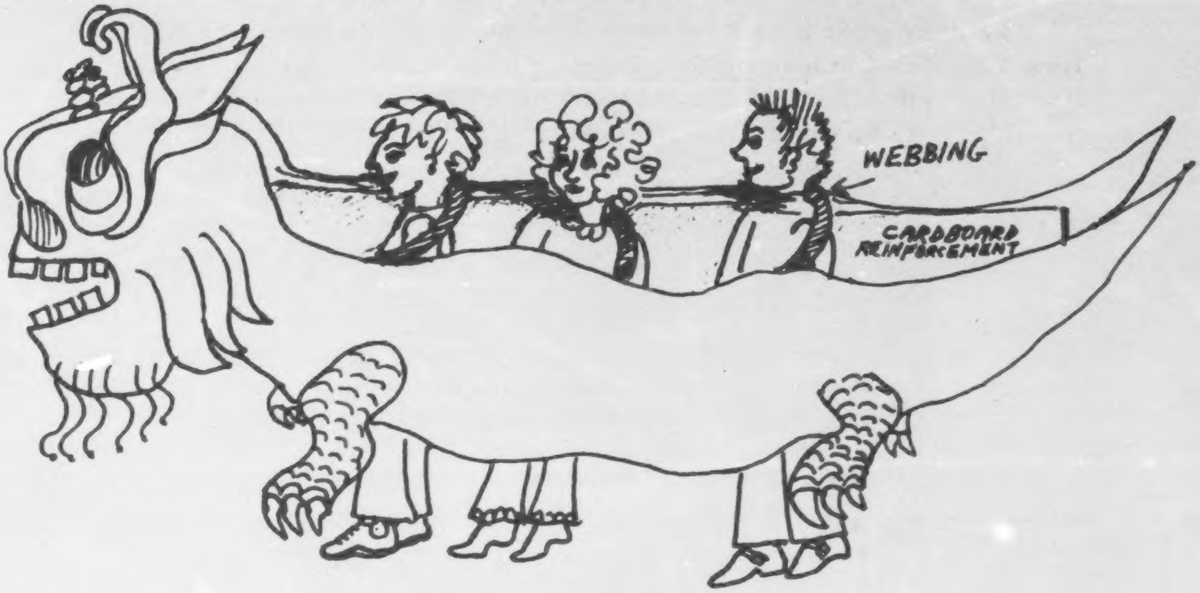
CHINESE NEW YEAR

The projects in this section may be done over a period of several days and should be supplemented with stories*, songs, and field trips related to the theme. If possible, take the children to visit a grocery store which specializes in oriental foods. Invite parents to contribute ideas, display objects, or whatever they can offer.

Preparation for the parade:

Make the dragon, fans, tassels, twirl drums(see Music), egg foo yung (see Cooking), and save everything (except the egg foo yung) for the parade.

DRAGON: Reinforce the two inner sides of the dragon with cardboard. Use heavy cotton tape or webbing to make straps connecting the two sides of the dragon together. The children who are in the dragon can wear the webbing over their shoulders as harnesses to hold up the dragon.



A sheer cloth over the heads of the children in the dragon adds greatly to the effect.

Three or four children can be inside the dragon. The rest of the kids carry tassels, twirl drums, or fans as they march. If possible, record appropriate music on a portable cassette tape recorder to accompany the parade.

Invite parents, neighbors, friends, and other classes to witness the parade. In two or three places along the parade route, tape down 3 foot long sheets of plastic bubble packing materials. As the children in the parade march over the bubbles and pop them, the sound will simulate fire crackers. (Have kids practice beforehand so they won't be startled.) When the parade is over, invite spectators and participants in for refreshments.

*The Useful Dragon of Sam Ling Toy is a delightful and fanciful story of a dragon who finally finds a useful role in life leading a Chinese New Year Parade in San Francisco. By Glen Dines, MacMillan and Sons, 1956.

Another good book to introduce to the children before celebrating New Years is Chinese Mother Goose Rhymes, selected and edited by Robert Wyndham. The illustrations by Ed Young are are delightful. The World Publishing Co., Cleveland and New York, 1968.

Area: MULTI-CULTURAL - "Chinese New Year Dragon"

No. of children: 6-10

The fun of this project is in the conversation about dragons.

Objectives:

1. Relates stories or experiences. (48-60 mo. Lang. IIB)
2. Can answer questions classifying objects by use. ("Why do dragons have wings?") (48-60 mo. Lang. IIA)
3. Names one color correctly. (30-36 mo. Lang. IB)
4. Imitates vertical, horizontal, circular strokes in scribbling. (24-29 mo. FM III)
5. Identifies pictures in books. (18-24 mo. Lang. IB)

Materials: Butcher paper; crayons or felt pens; books or pictures of dragons.

Procedure:

1. Unroll a generous length of butcher paper (10 feet or so) and outline profile of dragon.

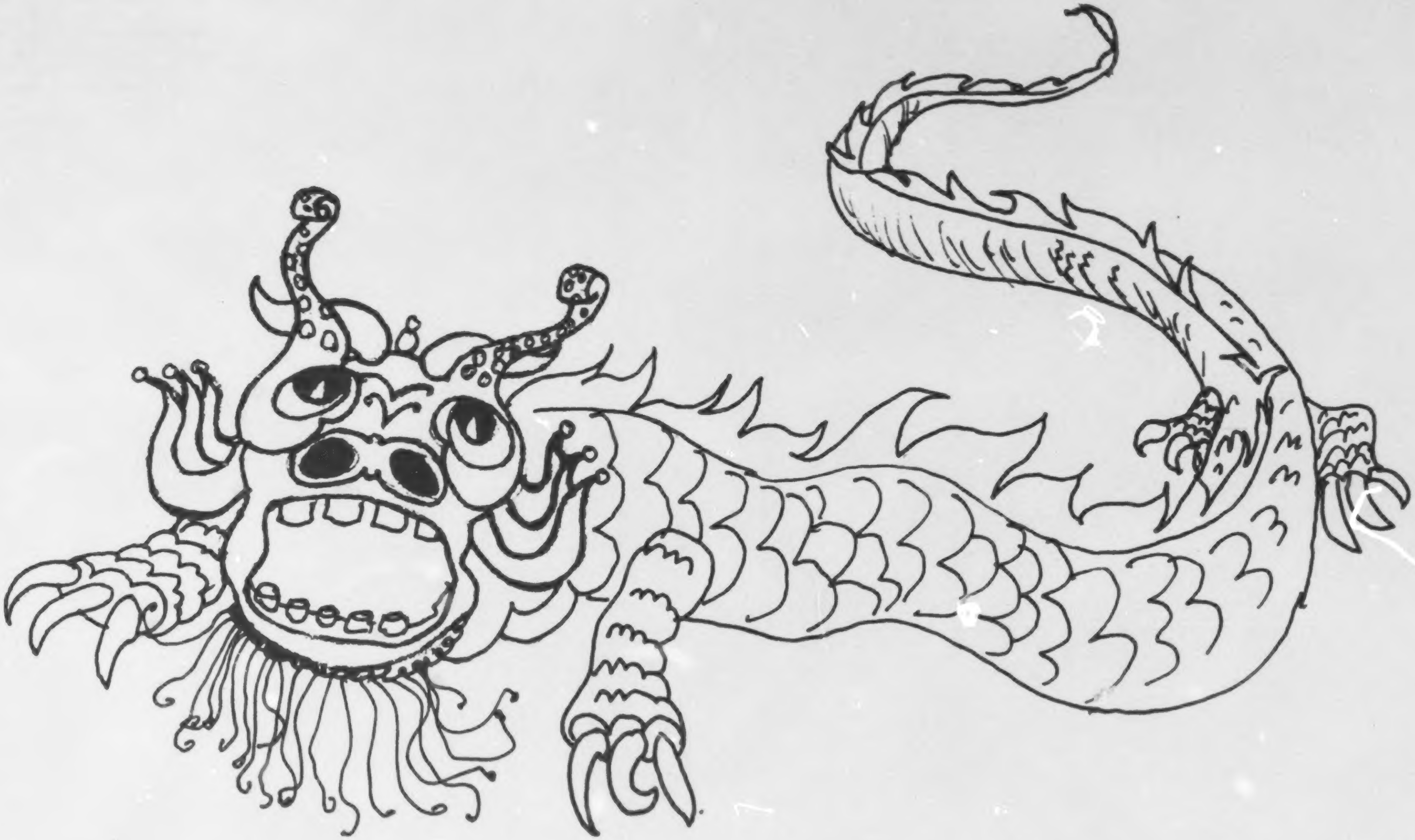
2. Let children color in dragon. Point out features. Ask children to identify parts of the dragon as they color. "Do dragons have scales? Wings?" Discuss (or let children invent) dragon lore. "What does this dragon eat? Where does (s)he live? Do dragons sleep? Do they breathe fire when sleeping?"

3. Repeat these steps (same or subsequent day) to make the other side of the dragon.

4. Cut out and paper-clip together the two sides of the dragon. Hang from ceiling or wall until the day of the Dragon Parade.

NOTE: See other side for idea on dragon illustration.

(OVER)



#13

Area: MULTI-CULTURAL - "Chinese New Year Fans"

No. of children: 4-6

Keep the festive air moving. Can be a two-day project.

Objectives:

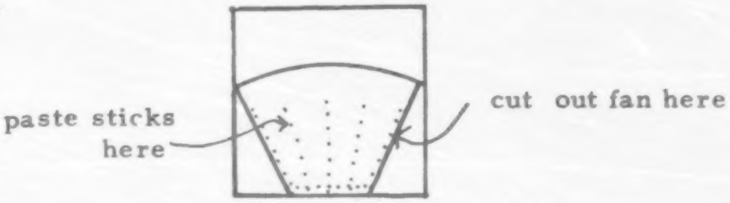
1. Cuts on curved line with scissors. (60-72 mo. FM II); cuts on straight line. (48-60 mo.)
2. Can paste and glue. (48-60 mo. FM II)
3. Counts to 5 and answers, "How many?" (48-54 mo. Cog. IIIC)
4. Gives use of object by functions. (30-26 mo. Cog. I)

Materials: 8" x 10" paper with fans pre-drawn; popsicle sticks; water colors; glitter; scissors; model or real fan to show for example.

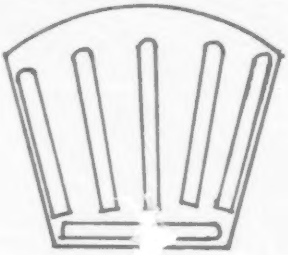
Procedure:

1. Gather children at table and show them a paper fan.

2. Pass out paper and have children cut out fan shape pre-drawn with solid lines.



3. Ask each child in turn to count out 6 popsicle sticks. Then have everyone glue the sticks onto dotted lines for supporting veins. Let dry overnight.



4. Same day or next day, go on search for feathers or other ornaments for the fans. Or, (next day) decorate fans with water colors or paint on glue and sprinkle with glitter.

5. Save fans for children to carry and wave in Dragon Parade.

#14

Area: MULTI-CULTURAL - "Chinese New Years Tassels"

No. of children: 4-6

More preparation for the parade. If a teacher does the rolling, very young children can do the rest.

Objectives:

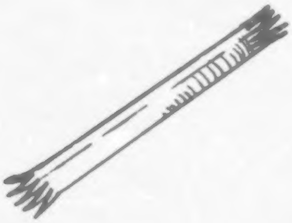
1. Rolls paper (folds many times). (48-60 mo. FM IV)
2. Fringes paper with scissors. (36-48 mo. FM II)
3. Names one color correctly. (30-36 mo. Lang. IB

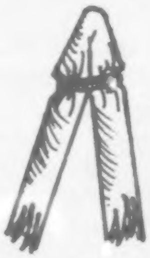
Materials: Thin 8" x 10" paper (such as copy paper); scissors; string; shallow bowls of water colored with food coloring; bamboo sticks

Procedure:

1. Pass out paper and help each child roll his/her paper into a tube. Tape in center to keep from unrolling.

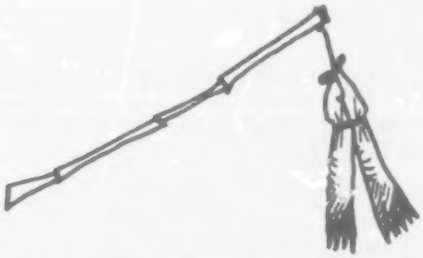
2. Have children fringe each end of the tubes with scissors. Fold tube over in two and tie.





3. Have children choose a color to dip the ends of their tassels into.

4. When dry, attach the tassel with string or yarn to the end of the bamboo sticks. Extra tassels may be attached to Dragon's wings.



5. Save for Parade.

A Guide to the Language Arts Section

These language arts lessons include activities which range from matching and labeling to the processes essential to understanding letter-sound relationships. These lessons include activities to sharpen visual perception and memory, and they include activities to sharpen auditory perception and memory. Other activities join these two processes. Those which join the two are either story dictation activities (narrative) or letter-sound games which introduce children to symbols and to the symbolizing process (phonics).

In using these lessons, please:

--Note that the order of lesson plans is not inviolate. Each lesson plan has several objectives, so each should accomodate younger and older children.

--Do not feel that by year's end a child must attain the most sophisticated objectives on the most difficult lesson plan.

--Remember that the purpose of language is communication: pace your activities to allow for plenty of conversation about the activitiy itself and anything else children may want to talk about.

Also, it is important to recognize that this set of lessons is dependent on other sections of Circle's curriculum. The Dramatic Arts Unit, with its attention to literature, enhances both the children's appreciation for language and their ability to compose and dictate their own stories. The Math Unit provides many sorting,classifying, and sequencing activities. Of major importance is the Materials Unit: it emphasizes kinesthetic exploration and fine motor tasks, and it augments the visual and auditory processes emphasized in this Language Arts Unit. Both the Materials and the Cooking Units offer many activities paced in a way which allows extensive conversation among all the participants.

One other essential component of the Language Arts Curriculum must be stressed; read, tell, and enact stories for children. Reading stories from books, however valuable, is not sufficient. Relate stories to children using books, felt board pieces, and puppets. See the Dramatic Arts Unit for other ideas on making literature come to life. Most stories which are successful as plays also lend themselves to felt board or puppet show adaptations.

Last of all, we urge you to notice the interactions and mental processes that these Language Arts lessons involve. Then, whenever possible, invent your own lessons or variations to reverse these processes or to reverse the roles of the participants. For example, if an activitiy has a child giving clues to the group ("Guess what I have. It's round...blue....etc."), make sure you later do an activity in which the group gives clues to an individual. If an activity has children talk about an experience and then draw it, develop another activity in which children draw situations and then talk about them. If an activity has children hearing sounds and then describing the object which makes those sounds, reverse that process by having children describe an object to a child who is then asked to produce the sound that object makes. One more example of consciously reversing mental operations takes us to the phonics activities: some activities have children hear a sound, then they name the letter; some activities have children see the letter then make the sound. Both processes are important.

Notes on Pre-Reading and Phonics Activities in Preschool

Spoken language is universal among all groups of people. Every normal human being learns the language system of the group within the first few years of life.

Reading is a visual representation of the sound-meaning system of oral language. Both the auditory and visual symbols for language are arbitrary and must be learned by the child. The language patterns -- syntax, structure, and rhythm- are represented in both auditory and visual language systems and provide the basis for precise, subtle comprehension and expression.

For the young child, learning that a letter has a name and represents a sound (or sounds) is not fundamentally different from learning that an animal has a name (cat) and a sound (meow). We have no hesitations about teaching the latter, but controversy rages around the former.

Children learn readily by rote and imitation during their preschool years. The decoding process in reading is a rote memory function. In our view, it is desirable to take advantage of the child's natural learning style and interest to introduce the concept of decoding -- representing sounds by visual symbols. It is not important or desirable that every child learn the long and short sound for every vowel, a given number of consonant sounds, common diphthongs, or the long vowel-silent e rule. To accomplish this kind of program would require an unwarranted amount of time and drill. It is valuable, we feel, to teach letter recognition and some examples of simple sound/letter connections to develop the concept of symbols representing sounds.

Our approach is to teach only short vowel sounds and selected consonants.* We introduce some sight words -- the child's own name, for example -- but don't stress the "sounding out" process in these words. We recognize that most children will not develop the skill of combining the individual letter sounds to identify words until a year or two (or even three) after they leave our program. But they will have a basis for acquiring the decoding system at the appropriate time.

In addition to decoding, two other pre-reading skills are crucial to later reading ability: familiarity with the sound and structure of written language (as distinct from daily conversation), and sequential memory as exemplified by the cause-effect realtionships in literature. Becoming familiar with the sound and structure of written language will enable the child to make accurate use of context cues in reading. Developing expectations and anticipation of the sequence of events will foster comprehension ability.

Initially these three strands of the reading process are essentially independent functions. Later these functions merge into a coordinated effort which results in reading ability. With a solid foundation in these skill areas, the child will be capable of learning to read, truly read, with comprehension. (S)he will be able to use decoding and context cues not as major exercises, but as tools to achieve understanding of the written message.

Current theories of reading assume, with strong supporting evidence, that all areas of the child's development bear on the learning process in reading. That is, all preschool activities may be considered "pre-reading" activities. Although it seems unnecessary to justify sensory, motor, social, or other activities on the basis of their contribution to acquiring reading ability, the interrelationships of all developmental areas should be borne in mind. It's worth reminding ourselves that the categories we use in describing development are arbitrary and only for our convenience. The child is not an assemblage of developmental areas, but a single, functioning person.

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*Phonics Handbook for the Primary Grades by Alta Mellin is a useful and sensible guide to phonics. Fearon Publishers, Inc., San Francisco, 1962

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#1

Area: LANGUAGE ARTS - "Tracing"

No. of children: 4-6

Try to maintain a balance between experimentation and proper printing techniques, but err on the side of experimentation. Comment from reviewer: "An extremely popular project!"

Objectives:

1. Print own name. (60-72 mos. FM III)
2. Trace letters of own name. (48 mos. FM III)
3. Experiments with different writing implements. (36-48 mos. FM III)

Materials: Paper; felt tip pens; crayons; pencils; paint brushes; water colors

Procedure:

1. Have children sit around table and give each child a sheet of paper with his/her name printed in large capital letters.

2. Ask each child to choose something to write with. Beginning at the top of each letter, help the child trace the letters of his name, using one color. Ask each child to choose another implement and color and trace name again. Each implement offers a different experience and requires different pressure and control. Children should use several different implements and colors. The product will look like a rainbow.

3. As the child develops more control, make thinner lines to trace. Eventually decrease the size of the letters.

Variations:

1. For younger child use colored glue to print name. Let it dry. Have children trace with finger.
2. Use sandpaper letters.
3. Print child's name on a card. Fasten tracing paper over the name with paper clip. When child completes name, clip new piece of tracing paper onto the card.
4. Print children's names on slates with chalk. Have them erase by tracing name with finger or a damp Q-Tip. To make the activity more difficult, use a white crayon instead of chalk.

Area: LANGUAGE ARTS - "Touch Bags" **No. of children:** 4-6

This is a nice variation on the Feely Box using letters and letter sounds as cues, and you don't have to keep reminding the kids not to peek.

Objectives:

1. Is able to tell what materials objects are made of. (54 mo. Cog. I)
2. Identifies letters.
3. Is able to identify hidden object by touch.
4. Takes turns. (SE IV)
5. Responds to questions with yes or no. (6-12 mo. Lang. IA)

Materials: Small cloth drawstring bags with label tags attached. (The small cloth bags used for film mailers work well and are easy to obtain.) Small objects such as beans, a cube block, a fork, a spoon, a walnut, a small ball, a toothbrush, cotton ball, pencil, etc.

Procedure:

1. Put one object (or type of object) in each bag. Write the letter the word starts with on the tag.

2. Let each child feel the bag and guess what's in it. Use the letter as a cue to naming object. After everyone has a turn to guess (use cues, descriptions, etc. drawn from the kids as much as possible), take out the object and see if they were right.

Variation:

1. Have the children draw the object before they see it.

Area: LANGUAGE ARTS - "Blindfold Game"

No. of children: 4-6/lg. group

A great mystery game where everybody wants turns and in turn are interested in how their classmates perform.

Objectives:

1. Is able to tell what material objects are made of. (54 mos. Cog. I)
2. Gives use of objects. (36-48 mos Lang IIA)
3. Uses texture, shape, weight to describe an object. (36-48 mo. Cog. I)
4. Gestures use of an object. (30-36 mo. Cog. I)
5. Takes turns. (SE IV)

Materials: Bag of objects (toothbrush, ball, fork, spoon, washcloth); blindfold

Procedure:

1. Seat children in a quiet corner or at a small table. Talk about the secret bag.

2. Begin by blindfolding one child and have him/her choose an object out of the bag. While blindfolded, (s)he should name it and then describe or show what it does. The teacher and other children can ask the blindfolded child questions about how the object feels and what it is made of. If (s)he can't name the object, remove the blindfold and ask the child to show how it is used. Have child repeat the object's name.

3. Continue having each child take turns digging into the secret bag and naming and demonstrating the use of the found object.

Variation:

1. To do as a large group activity, involve the kids in giving clues to the blindfolded child (color, letter it starts with, where its used, etc.).

Area: LANGUAGE ARTS - "My Own House"

No. of children: 6-8

This activity is often used as part of the "Me Book" projects. See SELF IMAGE UNIT.

Objectives:

1. Draws house with 2-5 items. (60-72 mo. FM III)
2. Prints simple words (60 mos FMIII)
3. Copies square (48-60 mos FM II
4. Identifies square (36-48 mos. CogI)

Materials: Felt pens, paper

Procedure:

1. Seat children at a table and hand each of them a piece of paper. Put felt pens in the center of the table. Ask children if they live in a house or an apartment. What color is it? How big?

2. Ask children to draw their house. Have a predrawn large square on the same size paper for them to copy if they need a model. Some children may need lightly drawn square to trace or a dot-to-dot pattern. Let children draw in windows, doors, walk, steps, trees, etc.

3. As children are drawing, ask them about their homes (and families) and the parts of a house. "Where is the roof?" "What is the roof for?"

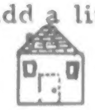
4. Print the words "MY HOUSE" and have them copy or trace the words on their picture. Older children may print their house number and street on their picture.

5. Help them trace or write their names on the pictures.

6. Display the pictures on a bulletin board.

Variation:

1. To add a little excitement, help kids cut the door so it folds open. Ask kids who or what they would like to see waiting when they get home and open the door.



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Let kids draw (or cut pictures from magazines) the surprise they want. Glue picture on the back of the house so when the door opens their surprise is waiting.

(OVER)

2. Make this project part of a larger unit. Display houses at child's eye level around the room. Staple an envelope below each house for a mailbox. Kids then may write letters or make pictures for their friends and sneak them into the mailboxes.

Seasonal variations: Make and display houses a week or so before Valentine's Day. Kids make Valentines for each other and deliver them.

#5

Area: LANGUAGE ARTS - "Self-Image: Completes a Body"

No. of children: 4-6

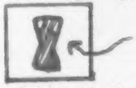
This is a very good beginning-of-the-year activity which should help you get a sense of the range of development within your group.

Objectives:

1. Completes a complicated figure.
2. Adds body parts to incomplete figure.
3. Names body parts. (24-30 mo. Lang IA)
4. Associates body parts with their function. (24-30 mo. Lang IIA)

Materials: Sheets of paper with a "body" drawn on each; felt pens or crayons; a couple of dolls from the playhouse; full length mirror if available.

Procedure:



1. Gather children around the table and give each a piece of paper with a "body" on it. Ask children to pretend that they woke up to find their doll missing -- all except the body. In order to get help in looking for the missing parts, the children must draw in all the parts that are gone.

2. As children draw, ask what parts that are drawing and what functions these parts serve. If they omit things, prompt them by asking questions such as "Can your doll hear? What do you hear with? Ears. Where do the ears go?" etc. Encourage them to add details. Use dolls, other children, and a full length mirror for reference.

Variation:

1. Buy or make several sets of felt board body parts for kids to play with. Let them put the pieces together any way they like. Discuss the implications of different physical configurations. (If your mouth is on top of your face and your eyes were on the bottom, what happens if you spill milk when you drink? If your nose were upside down, what would happen when you went out in the rain? when your nose was running?)

Area: LANGUAGE ARTS - "Birthdays"

No. of children: small/large group

Birthdays are fun to discuss because everybody has one sometime. This game usually inspires lots of pretend birthday parties in the playhouse and sandbox.

Objectives:

1. Able to match name to birthday
2. Knows month of birthday (48-60 mos. Lang IIIA)
3. Identifies own name by pointing

Materials: Big piece of butcher paper, felt pens, birthdates of all the children in class.

Procedures:

1. Make a list of all the children's birthdays grouped by months.
2. Put the butcher paper in front of the class. There should be two large circles. In the NAME CIRCLE should be written the children's names. In the BIRTHDAY CIRCLE should be written the 12 months.
3. Have the children come up, find their name, find their month of birth, then draw a line to connect name with month.
4. After everyone has connected their month to name, lead the class in counting how many birthdays are in each month.

Variations:

1. Write names on paper - let children tape paper to name circle, then draw the line.
2. Write birthday with month/day/year on paper and have children paste up their birthdays, then draw line.
3. Practice remembering birth months with this movement game: In big circle, try chanting and clapping this jumprope rhyme:

   Strawberry Shortcake,
   Huckleberry Finn,
   When we say your birthday month
   You JUMP IN!

   Tell children to jump into middle of circle and crouch down as birthdays are called out slowly and rhythmically, "January ... (clap, clap), February... (clap, clap), etc. " Repeat rhyme again, this time instructing children to JUMP OUT! (back to standing circle) when they hear their birthday months called.

Area: LANGUAGE ARTS - "Colored Cubes" **No. of children:** 4-6

Low key, low level practice on color names.

Objectives:

1. Identifies many colors.
2. Identifies the 3 primary colors. (48-60 mo. Lang. IB)
3. Points to colors on cue. (48-60 mo. Cog.)
4. Matches colored blocks. (48-60 mo. Cog.)
5. Counts to three, pointing to each. (Cog.IIIC)
6. Builds tower of 6-9 blocks. (21-48 mo. FM I)

Materials: Colored 1" cubes (usually there are 8 colors); large bowl

Procedure:

1. Lay out eight colored cubes in a row about an inch apart.

2. Have children point to and label colors. Have them identify colors when teacher points.

3. Next, have children take turns picking a cube out of the bowl and placing it on top of a matching cube.

4. Repeat this until all the cubes are stacked in sets of three by color. The children should count the cubes in each stack.

5. The children can put the cubes away by color categories.

Variations:

1. Build towers of one color and make a rainbow city.
2. Use pattern cards to serve as designs for structures.

#8

Area: LANGUAGE ARTS - "Color Game"

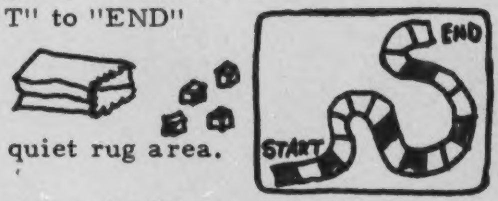
No. of children: 3-4

Best with a small number of kids.
Really aimed at those who don't know colors.

Objectives:

1. Is able to find the next matching color in the sequence.
2. Names or matches 3 primary colors (48-60 mos. Lang IB).
3. Names at least one color correctly (30-36 mos Lang IB).
4. Takes turns (SE IV).

Materials: Colored cubes that match colors on game board in paper bag; markers (little figures of animals); Game board (commercial: Winnie the Pooh Game); Home made game board: Large board with colored squares (1"x 1") forming a snake from "START" to "END"



Procedure:

1. Seat small group of children at a table or quiet rug area.

2. Show the bag of cubes. Explain that the color cube that is picked shows the color where the person should jump. Point out the words "START" and "END." Taking turns, beginning at "START", each child should pick a cube and name and match the color to the next space of the same color and move their marker to that space.

3. Continue playing the game until all players reach "END," congratulating each child on completing the game. Discuss turn taking. The children should become aware of whose turn is next.

NOTE: A cube painted a different color on each side can be used as a die. Kids may enjoy throwing the die more than drawing a color cube out of a bag.

Variation:

1. Gameboard with squares of different textures; blindfold players.
2. Gameboard with different patterned squares from wallpaper or contact paper.
3. Do outside. Make the 'gameboard' with colored chalk, each space about 6" wide and let kids themselves be markers. Draw colors from the bag and jump. (Make the path wide enough for kids to jump past each other.)

Area: LANGUAGE ARTS - "Picture Recognition"

No. of children: 4-5

This project is designed for children who have articulation problems or trouble identifying pictures. As a game, it's more fun than drills alone with a teacher.

Objectives:

1. Recognizes identical pictures of objects (48-60 mos. Lang IB, variation)
2. Speaks with few sound errors (54-60 mos. Lang IIC)
3. Taking turns (SE IV)
4. Names pictures of common objects (21-24 mos. Lang IB)

Materials: A set of picture cards (any type: household objects, animals, food, etc.) sorted by beginning sound. Use 4 or 5 sets of 10 cards, each set with the same initial sound.

Procedure:

1. Seat the children in a circle. Deal out 2 or 3 cards to each child, face up.

2. Begin by asking "Who has the (banana)?" The child with the banana card will give it to the teacher. Proceed until all of the cards are collected.

3. Taking turns, have children act as the teacher. For the child with articulation problems, select the cards with sounds that the child needs to practice. The child will then be saying the sounds as well as hearing them from teacher and peers.

4. The child with labeling difficulties can be aided by the teacher and peers. Prompt the child tactfully by saying, "John, ask for the picture of the car" (point to the picture).

Variation:

1. Can be matching game if teacher has a second set and pins them to a felt board. Children then name the 3 top ones and the 3 matching bottom ones.

2. Make this an activity to match words with the same initial sound. Pin 3 or 4 pictures on felt board which begin with different sounds (e.g. bus, car, dog, fish). Have each child match her card (e.g. banana) to the card with the same initial sound. Make sure you match initial sounds and not letters: car and church and cistern have different initial sounds. Xylophone and zebra have the same initial sounds.

Area: LANGUAGE ARTS - "Match Me Card Game"

No. of children: 4-6

This game requires kids to wait for turns, so keep the pace lively. As each match is accomplished, respond with enthusiasm (even if you have to fake it a little).

Objectives:

1. Recognizes identical pictures of objects (48-60 mos. Lang IB)
2. Classify objects according to form, color, use, and materials (48-60 mos. Lang IIA)
3. Follow directions of group game.
4. Names pictures of common objects (21-24 mos. Lang IB)

Materials: Cards with pictures of common objects. Pictures should include clothes, toys, utensils, tools -- in duplicate.

Procedures:

1. Seat children around a table. Deal 5 cards to each child (and teacher) face up on the table. Identify the pictures on your cards naming and pointing to each. Ask, "Who has a match for my (bear)?" If the child who has the matching picture does not respond, hold up the card to be matched. If necessary, hold the card next to the child's card and ask, "Jason, do you have a match for my bear?" The matching cards are then placed in the center of the table.

2. Go around the circle with each child in turn choosing a card and asking for a match. Younger children may not be able to repeat the entire question. Help by asking them to name the card they want matched and repeating the question for them.

3. When all the cards have been paired by name of object, deal again and ask for a match by some characteristic: "Who has a match for something round (red, furry, etc.)?"

4. On the next deal, match the cards by function: "Who has a match for something you wear (cook with, play with, drive, etc.)?"

   After the children are familiar with the game, questions may be mixed within one deal. Other cues such as rhyming words may be used.

Area: LANGUAGE ARTS - "Lotto"

No. of children: 4-6

Lotto is a game which is easily set up and can keep a group of children involved in various ways.

Objectives:

1. Recognizes and matches identical pictures. (48-60 mos. Lang IB)
2. Notices when their lotto board is completed.
3. Identifies simple pictures. (18-24 mos. Lang IB)

Materials: Simple lotto games (animals, objects) that can be found in toy store. We like the animal lotto game published by National Wildlife Association. (Theyalso publish Ranger Rick Magazine - an ill-concealed but well-deserved plug.) Also, teachers at Circle have made games using dinosaurs (Who has the Tyrannosaurus Rex?), space pictures, shapes, numbers, letters, toys, and many other themes. See Variation 1. Let game boards do double duty by making one set of matching cards and a set of 'go together' cards or a set of opposites to be used with the same game board.

Procedure:

1. Have a group of children sit at the table. Give each one a game board. Explain that there is a matching card for every square on the game board.

2. Hold up a card and ask "Who has the ______? e.g. purple butterfly?"

3. Younger children will enjoy(and need) the experience of matching and labeling pictures.

Variation:

1. To make the game more difficult, find or create a lotto game in which the children are matching things that "go together" or things that are the opposite.
2. Holiday Game Boards with pictures, words and symbols of the season.

Area: LANGUAGE ARTS - "Complete a Picture"

No. of children: 4-6

Experiment with different kinds of pictures, styles of drawing to see what works best with your kids.

Objectives:

1. Name the missing parts of an object.
2. Draw a representation of an object using circle, straight line (FM III, pre-writing)
3. Tells name of partially completed drawing (48-60 mos. Lang IIC)
4. Tells names of objects (12-18 mos. Lang IB)

Materials: Papers with objects drawn on them which are missing three parts. Pictures may be traced from coloring book or dittoed.

Procedure:

1. Gather children around a table. Give each child a sheet of paper with object drawn on it. Ask each child to name the object pictured; then ask the child which parts of the picture are missing. If a child does not know which parts are missing, show him a picture which is complete. Have the child compare pictures and point to parts that are missing. Name missing parts and have child repeat the names after you.

2. Give children felt pens or crayons and have them draw the missing parts.

Variations:

1. Missing parts could be cut out and put in paper pie plates. Children look through parts and find ones they need. Have them complete object by gluing parts to picture.

2. Pictures might be faces, people, animals, etc.

3. See Language Arts - "Complete a Person"

Area: LANGUAGE ARTS - "Beads"

No. of children: 4-8

A good project for observing kids to check on basic color/shape vocabulary and eye-hand coordination skills.

Objectives:

1. Sequences beads in left-right linear pattern. (36-48 mos. Cog. IIID)
2. One-to-one correspondence with shape and bead. (36-48 mos. Cog. IIIC)
3. Match objects (beads) by shape and color. (36-48 mos. Cog. IIIA)
4. Strings beads. (36-48 mos FMII)

Materials: Beads of varying sizes and shapes in shallow container: string; Bead patterning cards with shapes and colors that match beads. Cards should have 2-5 shapes arranged horizontally.

Procedure:

1. Have children sit around a table with beads in the center of the table. Give each child a string. Let children string beads in any sequence they choose.

2. Ask children to point to a red bead, a red circle on the pattern card, etc. If children recognize shape and color, have them follow these directions: String a round bead; a round and a square; string a blue bead; a blue and a yellow bead. If child is correct, have the child string two colored shapes, e.g. a red bead and a yellow square.

3. If child follows verbal sequencing directions, let him/her try a pattern card with two shapes on it. If (s)he sequences two, give longer sequences. Younger children may be asked to match beads one-to-one.

Variations:

1. See MATERIALS: "Bracelets and Necklaces"

Area: LANGUAGE ARTS - "Clothes Line Game"

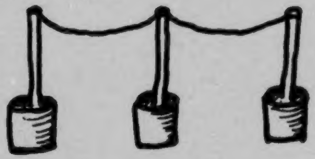
No. of children: sm/lg. group

Although clotheslines are not familiar to some of our kids nowadays, we haven't figured out how to do this one with a dryer.

Objective:

1. With a duplicate set of objects, the child is able to copy a linear pattern in inverse order. 1, 2, 3-3, 2, 1 (72 mos. Cog.IIID)
2. With a duplicate set of objects, the child is able to copy a linear pattern. (48-60 mos. Cog. IIID)
3. Child is able to name items of clothing (18-24 mos. Lang IB)
4. Child is able to pinch clothes pins and attach item to clothes line with them.

Materials: Spring clothes pins; two 6' lengths of clothesline attached to 3 pieces of doweling set in paster of paris in 3 cans; pairs of small articles of clothing, shapes, animals, etc.



Procedure:

1. Seat children facing the clothesline. Explain that one of these clotheslines is yours and one is theirs. Tell them that you are going to put some things on your clothesline and they are to make their clothesline look just like yours.

2. Put up a series of 3 objects. Put all pieces in a box near the clothesline. Have children take turns putting up the 3 objects, each child putting up one object. With a small group, each child might put up more than one item.

3. For older children increase sequence to four, starting at the center pole and working right to left. The child must sequence the clothes in inverse order to the model clothesline. Be sure the children work left to right.

Variation:

1. Use large letters or numbers instead of objects.
2. As soon as kids are seated, give each an item to be hung on the line. Let kids help prompt each other to put up the matching item at the right time.
3. Name the 3 items as you put them up but hide your clothesline until kids have put up their items. Then compare to see if the two sets match.

Area: LANGUAGE ARTS - "Grab Bag: Size Comparison"

No. of children: large group

It's sometimes surprising how hard this activity can be initially. However, the kids do catch on fast and become quite proficient.

Objectives:

1. Sees differences in objects. (48-60 mo. Lang IB)
2. Uses size (big/little, short/long, thin/thick) to discriminate differences in objects. (36-48 mo. Cog. IIIB)
3. Discriminates between big and little. (24-30 mo. Cog. IIIB)
4. Identifies objects. (12-18 mo. Lang IB)

Materials: 2 large paper bags, each filled with objects which are the same, but different sizes (big/little, long/short, thick, thin), e.g. pencils, blocks, books, lumps of playdough, cups, plates, hats, spaghettis, etc.

Procedure:

1. Children should be settled in a group facing front. Two teachers, each with a bag of the paired objects, stand in front of the group about 6 feet apart. Children will have to look from one object to the other rather than seeing them side by side.

2. One teacher pulls an object from the bag and asks children to identify it. The other teacher pulls out the same, but different sized, object and says, "I have a (ball) too, but mine is ____?____." Encourage children to supply the descriptor. The first teacher reinforces the comparison by saying, "Jim's ball is (bigger) and mine is ____?____." (Children should say "smaller" or "littler.")

3. Review the comparisons: "We both have things that are alike because they are both balls. The balls are different because mine is smaller and Jim's is bigger."

4. As the children catch on to the game, let them take turns* naming the objects and responding to the questions, "How are they alike? How are they different?" When the group responses are fairly consistent and correct, teachers might start squabbling about who has the biggest (smallest, longest, etc.). Let the group or an individual child decide which teacher is right. (Children love this.)

5. After doing this activity a few times with the class, let children take the roles of the teachers. Prompt them in using appropriate language.

*NOTE: As always, when choosing children in group activities, be sure to match the task to the ability of the child. Err in the direction of underestimating the child's skill -- success before an audience is very rewarding, but failure is devastating.

#16

Area: LANGUAGE ARTS - "Same/Different Puppet Show"

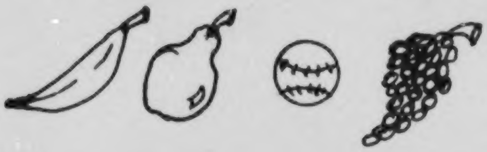
No. of children: lg. group

The Mixup Monster puppet gives the kids confidence, makes them feel smart by contrast.

Objectives:

1. When shown group of 4 objects, is able to find one which is qualitatively different.
2. Is able to tell why objects are similar. (36-48 mos. Cog IIIA)
3. Groups objects by color, shape, and size. (30-42 mos Cog IIIA)
4. Identifies objects. (12-18 mos. Lang IB)

Materials: Mix-up Monster puppet; objects,3 of which could be classified as similar and 1 different; at least five sets of these objects: examples:



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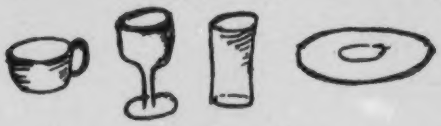


Procedure:

1. The Mix-up Monster comes up with four objects. He explains to children that he has tricked them and put something in that is different. Ask the children which one is different and why. Why are other three similar?

2. Talk about why they might be the same - the banana, orange and apple are fruit. The cake is different, but they are all the same because you can eat them.

   The Mix-up Monster should help with questions, suggestions and answers.

Variation:

1. To make the project simpler, use 3 identical or very similar objects, the fourth very different (eg. 3 bananas, 1 dog)
2. When the kids understand the game well, Mix-up Monster puts out all similar or all dissimilar objects. Let the kids point out his confusion.
3. (Suggested by the Mix-up Monster?) Have only two be the same.

#17

Area: LANGUAGE ARTS - "Environmental Sounds"

No. of children: lg. group

If you have shy kids who won't participate in group events and may not recognize all the sounds - Cheat! Rehearse these kids on 4 or 5 sounds and pictures beforehand and then give them their moment of glory in front of the group.

Objectives:

1. Child plays in group that is goal directed toward a product. (60-72 mos, SE VI)
2. Recognizes gross sounds in environment and points to picture of object. (30-36 mos Lang IA)
3. Takes turns (SE IV)

Materials: Tape recorder; tape with 20 environmental sounds (phone, running water, baby crying, etc) and corresponding pictures. Tape can be made easily. Pictures may be simple illustrations or pictures cut from magazine. (DLM sells a set with tape and pictures.)

Procedure:

1. Have children sit in a group facing a large bulletin board or wall on which 10-20 pictures are arranged.

2. Choose a child to be the listener, play one sound on tape and have him/her identify the sound and find the matching picture.

3. Try to discourage prompting from group - give the listener a chance.

Variation:

1. Using a tape recorder, make a tape of sounds and voices with the children. The tape could be in story form, such as sounds and story of "Three Bears". Or let kids make up and record a story - e.g. "When I get up in the morning. . . . "with sound effects.

2. When kids get familiar with the game, throw in some fantasy or nonsense(e.g. a blank picture card, no sound on the tape - an invisible giraffe)

3. Make the tape and pictures (using magazines) as a project and have the production team present the game to the rest of the kids.

4. Instead of using tape, let kids make sounds (eg. airplane, car, etc.) and have others try to guess. Kids must make sound of something represented by a picture card.

5. Instead of having 20 pictures on the board, have only 3 for each turn.

** 6. Important: reverse process by putting one picture up and having children listen to 3 different sounds: Which one goes with the picture?

Area: LANGUAGE ARTS - "Sound Cans"

No. of children: 4-8

It is important to have a fairly quiet place to carry on this activity.

Objectives:

1. Orders objects by quality, i. e. sound from softest to harshest (48-60 mos. Cog IIIB)
2. Match identical sounds (36-48 mos. Cog IIIA)
3. Describes the quality of a sound heard; e. g. loud, soft, etc.

Materials: Pairs of jars (not glass) or cans containing rice, salt, BBs, pennies, corn, cotton balls, water, beans, etc.

Procedures:

1. Seat children in a circle. Give each child a can and keep the matching can in a box. Tell children to shake their cans and listen. Let each child in turn shake the can (s)he has and ask about the sounds. Is it quiet or loud? Which one made the softest sound? the hardest sound? Guess what's in the can. Rocks? cotton? feathers? bells?

2. One by one, shake each of the cans with matching contents and ask children to identify the sound that matches theirs. When a child thinks (s)he has a match, have other children listen and decide. When agreement is reached, open both cans to see if the contents are the same.

3. Choose one (older) child to be the director. Ask the director to place the other children in a row in order according to the sound of the can they have, softest to loudest. The director conducts a "sound concert". Choose another director; let the other children choose different sound cans; repeat the concert.

Variation:

1. Find your partner: Scatter the kids around the room in a large, loose circle. Using pairs of sound cans, pass out one to each child. (If you have an odd number of kids, choose one to be the matchmaker.) At the go signal, kids run around trying to find a partner who has a matching sound can. As soon as two kids think they are partners, they bring their cans to the matchmaker who opens the cans to see if the contents are the same. Optional: Partners may be given matching labels to wear - possibly cards with the contents of their sound cans glued on. (This won't work well with the pair of sound cans containing water.)

#19

Area: LANGUAGE ARTS - "Listening Game"

No. of children: small/large group

A period of quiet with kids "actively" listening is very pleasant and refreshing.

Objectives:
1. Points to the direction that a sound is heard
2. Speaks in 3-word phrase, e.g. "I hear it." (21-24 mos. Lang IIIA)
3. Participates in large group activity (SE I)

Materials: Loud ticking clock.

Procedures:

1. Have children sit on rug. Tell children that they are to play a listening game. Tell them to put their heads down and cover their eyes. Bring the clock out. Ask children what they hear?

2. Tell children to cover their eyes again. Hide clock someplace in the room. Tell the children to listen carefully and point in the direction they think the clock is located. Have them tell you where they think the clock is, i.e. behind the bookshelf, in a box, etc.

3. When children agree where the clock is located, choose one child to check the spot. If the clock is found, move it to a new position and repeat the game.

Variations:
1. Blindfold one child and have him stand in the center of the circle. (Be sure the blindfold does not cover his ears.) Have another child quietly tiptoe over and steal the clock. The blindfolded child tries to locate the clock by sound.

2. Mouse: While kids cover their eyes, the child chosen to be the mouse hides somewhere in the room and says "squeek, squeek" very softly. The group tries to guess the mouse's hiding place.

#20

Area: LANGUAGE ARTS - "Rhyming Game"

No. of children: lg. group

A good ear-tuning activity. Rhyming sounds are easier for kids to hear and more fun than initial sounds.

Objectives:

1. Is able to detect rhyming words. (36 mos Lang IA)
2. Identifies pictures of objects. (12 - 24 mos Lang IB)

Materials: Ten pairs of rhyming word cards or objects, e.g. moon/spoon; fire/wire; house/mouse; cork/fork; can/man

Procedure:

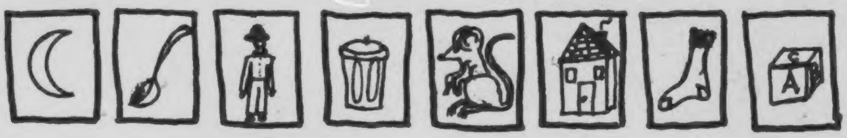
1. Have children sit in a circle and hand each one a card or object. Define the word "rhyme" as "words that sound alike at the end." Give several examples.

2. Begin by holding up a picture. Have them identify it and ask them if any one has something that rhymes ("sounds the same"). "I have a tire. What rhymes with tire?" The child with the fire should hold up his card. Younger children may be prompted with questions: "Where is the thing that's hot?" (Fire).

3. Choose a child to hold up his/her card, name the object, and ask for a rhyme.

4. Collect each rhyming set after pairs have been matched. Let children continue taking turns rhyming until all of the cards have been collected.

("Hop on Pop" by Dr. Seuss is a good complement to this activity)



Variation:

1. Encourage kids to make poems with these rhymes. Print the poems on cards for them to take home.

#21

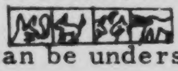
Area: LANGUAGE ARTS - "Comic Cut-Ups"

No. of Children: 4-6

Kids love this project. Unfortunately, you'll have to read a lot of comics to get a good collection of materials together. You may want to recruit an aide or volunteer to help.

Objectives:

1. Appropriately sequences and relates stories (48-60 mos. Lang IIB)
2. Arranges pictures to tell a story (48-60 mos. Lang IIB)
3. Sequences pictures of 3 time related events (48-60 mos. Cog. IIIE)
4. Cuts on straight line with a scissors (48-60 mos. FM II)
5. Glues pictures onto heavy paper (48-60 mos. FM II)

Materials: Comics from Sunday newspaper or comic books precut in the strip  . Use easy comic strips with 3 or 4 frames that can be understood by the pictures alone. Scissors, glue, heavy paper or cardboard, small envelopes, tape recorder (optional).

Procedure:

1. Have materials in center of table and settle children around table. Let each child choose a comic strip and help him "read" the story. Review the sequence of action: what happens first, next, last.

2. Let the children glue the strip on heavy paper and cut the picture frames apart.

3. Have the children mix up the pictures and put them back in the correct order. Encourage children to describe what is happening in each frame in its sequence.

4. Children may trade their comics and sequence a neighbor's comic strip story.

5. Put pieces into an envelope and let the child take it home.

EXTENSION: Tape record the stories as the kids "read" them. After the puzzles are finished, play back the tape for the children to hear. Also, try playing back the tape with the wrong story.

Variation:

1. Experiment with some picture sets to see if they make sense in several sequences. Can children tell different stories by putting the same set of pictures in different sequences?

Area: LANGUAGE ARTS - "Story Dictation"

No. of children: 3-5

Circle's own version of the TAT, except that no profound clinical interpretations are required.

Objectives:

1. Tells a story. (54-60 mo. Lang. IIIA)
2. "Reads" pictures. (48-60 mo. Lang. IB)
3. Names things seen in a picture. (21-24 mo. Lang. IB)
4. Repeats names of objects seen in picture. (12-18 mo. Lang. IB)
5. Listens to tape recorder and points to self when heard. (Lang.)

Materials: Action pictures cut from cartoon magazines; tape recorder

Procedure:

1. Have children sit around table with tape recorder going in center. Let each child, in turn, choose a picture and describe what is happening in it. Ask, "What happened before? What will happen next?" Younger children may be asked to name the objects in the picture or repeat the names after you.

2. Play back tape and have children guess whose voice they are hearing. Place the pictures in the middle of the table or prop up along a ledge. Have the children guess which picture is being described on the tape.

Variations:

1. Have everyone make up a story about the same picture, but don't let anyone know it's the same picture. (Use a screen; let the kids look through a viewmaster, etc.)

2. Use pictures that are absurd.

3. You can also use a tape recorder to play a version of "Howdy Partner." Carry the recorder around with you asking individual children to say a few words or describe their pet or repeat a sentence. At a large group event, play the tape recorder and ask the group or individuals to identify each speaker.

HELPFUL HINT: It takes a while for the novelty of a tape recorder to wear off. Don't expect much sophisticated expressive language from children the first few times you use the recorder.

Area: LANGUAGE ARTS - "Action Story Sequence"

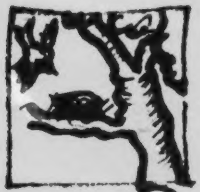
No. of children: lg. or sm.group

Good language and sequencing activity for younger children. Adapt to suit your group.

Objectives:

1. Sequences pictures of 3 or 4 time-related events and gives logical reason. (48-60 mo. Lang. IIB)
2. Arranges pictures to tell complete action story. (48-60 mo. Lang. IIB)
3. Sees the differences in pictures. (48-60 mo. Lang. IB)
4. Tells what action is going on in pictures. (36-48 mo. Lang. IB)
5. Identifies familiar picture by pointing and vocalizing. (12-18 mo. Lang. IB)

Materials: Sequenced action cards with 3 or 4 parts (DLM, Judy, or sets drawn by teacher). Example: 1. Bird flying toward tree. 2. Bird landing on nest. 3. Bird on edge of nest. 4. Bird in nest. OR 1. Girl next to bike. 2. Girl sitting on bike. 3. Girl riding bike.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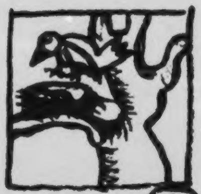
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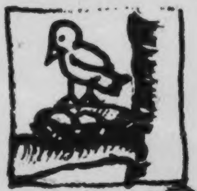
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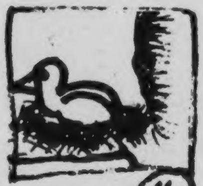
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Procedure:

1. Have children arrange themselves in a semi-circle facing a bulletin board or felt board.

2. Put out the set of story cards, one at a time, asking children to describe the action. Put the cards apart from each other in the wrong order.

3. Have written numbers, 1, 2, 3, 4, on bulletin board and have them take turns putting the story in the correct sequence under the right number.

4. Invite reactions from other children. Younger children should label the actions and be helped by the group in ordering the story.

5. To make the story more interesting, give the characters names and include dialogue and plot.

Variations:

1. Use a puppet who can't figure out the order as a way of presenting the activity.

2. After the kids get proficient at this game, use absurd pictures, e.g. a mouse with wings building a nest and laying eggs, or a caterpillar turning into an elephant instead of a butterfly.

3. Make simple illustrations of familiar stories and use for a review after the story is read.

4. Have children dictate the story into a tape recorder.

Area: LANGUAGE ARTS - "Guess Who's Missing"

No. of children: lg. group

A great game! Kids are equally delighted at guessing, being guessed, or fooling the guesser.

Objectives:

1. Recalls who is missing from group (48-60 mos. Lang IIB)
2. Identifies peers by names.

Materials: Blindfold or paper bag (to go over child's head).

Procedure:

1. Seat children in a large circle. Choose five children to stand in the middle.

2. Choose another child and have him/her carefully look at and name the 5 children. Blindfold the guesser.

3. Send one of the children to hide somewhere out of sight. Remove the guesser's blindfold and ask her to guess who's missing. If she can't guess, have the rest of the group give clues (boy or girl? color of hair? straight, curly, wavy, long, short hair? name starts with?, etc.). If all else fails, have hidden child come out and ask guesser to identify by name.

4. Choose a new guesser and repeat the game so that all the children have the chance to participate in some role.

Variation:

1. Instead of choosing five children, use the whole group, one guesser, and one child from the class "missing."

Area: LANGUAGE ARTS - "Concentration"

No. of children: 4

Like lotto, this game is easy to make and can be adapted readily to suit your kids. The major limitation is group sizes - this is really a small group activity.

Objectives:

1. Recognizes that two cards have matching pictures (48-60 mos. Lang IB)
2. Counts to 10; answers how many (54-60 mos. Cog IIIC)
3. Names pictures of common objects (21-24 mos. Lang IB)

Materials: 16 cards which are in 8 matching sets by color, shapes, objects, opposites, or things that go together.

Procedures:

1. Show the children the cards and describe how the pairs are matched* (colors, shapes, objects, letters, numeral to number sets, etc.)

2. Lay out the cards face down in four rows of four cards per row. Children take turns choosing two cards to flip over to try to find a match. As each child flips up cards, identify the cards (or ask child to do so). Remind the other children to watch so they can remember where the cards are. Non-matching cards are then turned face down again in the same place.

3. When a child flips two cards which match, (s)he keeps the "book." The game ends when all the cards are booked and claimed.

4. Before collecting the cards, ask the children to count their cards and identify the pairs they won.

Variation:

1. Use fewer cards and identical pairs to make the game simpler.

*NOTE: While children are learning the game, use identical pictures for matching.

#26

Area: LANGUAGE ARTS - "Howdy Partner"

No. of children: lg. group

It's amazing how good the kids become at this game as the year goes along. The first time they play, kids are likely to give away the partner's name three times out of four.

Objectives:

1. Recognizes voice of peer.
2. Recognizes peer by feeling body and clothing.
3. Guesses who a peer is from given description.
4. Takes turns. (SE IV)

Materials: Blindfold or paper bag (to go over child's head).

Procedure:

1. Have children seated facing front. Seat one child on a chair, back to the group, blindfolded.

2. Point to another child to come up and say, "Howdy, Partner" to guesser. The blindfolded child tries to guess from the voice who the partner is.

3. If (s)he can't guess, have the other children give clues: "It's a girl. She has red hair. She plays with Jenny. Her name starts with B."

4. Let children take turns being guesser and partner.

Variation:

1. Have blindfolded child touch the mystery child (as in Blind Man's Bluff) instead of or in addition to voice cues.

Area: LANGUAGE ARTS - "Following Instructions"

No. of children: lg. or sm. group

This activity is fun for a group event, but children find it hard to wait for turns. Restless children can be drawn in by including them as part of another child's tasks, i.e. procedures, step 4.

Objectives:

1. Carries out in order a command containing 3 unrelated parts. (48-60 mos. Lang. IIB)
2. Able to show understanding of "in-out", "over-under", "in front of - in back of", etc., concretely with own body. (36-48 mos. Cog. IIID)
3. Discriminates prepositions. (30-48 mos. Lang. IA)
4. Carries out 2 simple commands given at once. (30-36 mos. Lang. IA)

Materials: Small table; several chairs; puppet; large and small box; ball; hat; various other objects

Procedure:

1. Have children seated in a large circle. Display all of the articles in the middle of the circle.

2. Begin by having the puppet give an older child a three-part command (silly directions work well). "Stevie, put on the hat, stand on top of the box, then sit on your hat."

3. Adjust the length and complexity of the command to the ability of the child, using only one or two instructions for younger children. As the children learn the game, give more complicated instructions like "Sit on the chair, put the ball on your lap, then get under the big box." Encourage the audience to applaude each child's effort.

4. Create a chain of activities which involve other children, e.g. "Allen, give the hat to Jenny, stand on the table and wave to George. Jenny, put the hat in the box and throw the ball to Betsy."

5. Have the children give each other instructions.

Area: LANGUAGE ARTS - "What did you do in school today?"

No. of children: large group

Try to make sure everybody is represented on the tape.

Objectives:

1. Tells what happened today. (48-60 mo. Lang. IIB)
2. Points to child whose voice was heard.
3. Recognizes environmental sounds. (30-36 mo. Lang IA)
4. Shows by facial expression or gesture that he recognizes own voice. (Lang.)

Materials: Tape recorder and tape made of activities of that same day.

Procedure:

1. While children are outside playing, tape voices, actions, and environmental sounds.

2. Have children sit in a circle or on the rug. Play the tape made during the play and have the children point to the child whose voice is heard. Ask the owner of the recognized voice to stand up and tell what she thinks she was doing when her voice was heard. Taking turns, have each child describe his activity based on the taped voice.

3. Play the tape again, listening for environmental sounds instead of voices. Encourage a variety of possibilities for each sound.

Variation:

1. Take recorder on a field trip and play after returning to review events.

Area· LANGUAGE ARTS - "Field Trip on the Bus"

No. of children: Large group

Tape recording a field trip is a great way to help kids review and remember their experience.

Objectives:

1. Appropriately sequences and relates experiences (48-60 mos. Lang IIB)
2. Draws pictures meaningful to himself (48-60 mos. FM III)
3. Recognizes and names gross sounds in environment (30-36 mos. Lang IA)
4. Traces letters (48 mos. FM III)
5. Imitates a few words (12-18 mos. Lang IA)

Materials: Tape recorder, cardboard box cut to simulate a television set with wooden rollers on top and bottom, several sheets of paper as wide and high as the screen, felt pens or crayons, wide tape.

Procedures:

1. This is a 3 day activity. On the day before the field trip, set up chairs, and make-believe a bus ride. Choose a driver and call "All aboard!" As the children enter the bus, they drop their "money" in the driver's coin box and take a seat. Discuss the different sounds heard on a bus: whooosh of the brakes as the bus stops; clanking of the opening doors; footsteps on the metal steps; clinking of the money; people talking, and babies crying; tooting of the horn; bang of the closing door; ringing of the get off bell; and another big whooosh as the bus takes off. (Sing, "Wheels on the Bus.")

2. On the day of the trip, use a tape recorder to record the actual sounds discussed on the preceding day and the new sounds that were not anticipated. Tape interviews with the children. Ask the children to tell about the things they are seeing and hearing. Encourage them to give as many details as possible.

3. On the day following the trip, play the tape and have the children identify the sounds of the environment and the voices of the other children. Stop the tape and let them imitate the sounds. Write a short description of the various "scenes" at the bottom of separate sheets of paper, e.g. "Waiting for the bus," "Riding on the bus," "Looking at buildings," etc. In groups or working alone, have the children illustrate each scene with felt pens or crayons. Brainstorm with the children for a story title and print this title on a separate piece of paper. Print "The End" on another paper. Have the children trace over the letters with colored pens. Vertically tape the completed scenes to each other or to a long roll of paper.

(OVER)

Area: LANGUAGE ARTS - "Field Trip on the Bus"

continued

Wind the story sheets around the TV roller and show your story! It's fun to have the children take turns narrating the pictures. Let the children try to remember what happened next before moving the paper to the next scene.

Variations:

1. Take a Polaroid camera along: make a class book with pictures, drawings and story line.

2. Instead of having the children draw, the teacher may illustrate the events on large paper as they are replayed and discussed.

3. SEE: MUSIC - "Wheels on the Bus" a good song that connects to this Lesson Plan and may be used along with other activities.

Area: LANGUAGE ARTS - "Storytelling"

No. of children: sm/lg. group

Be warned: this project can bomb. But don't be discouraged because when it works, it's wonderful ! If at first you don't succeed, do try again.

Objectives:

1. Listens to and tells long, complex stories. (54-60 mos. Lang IIIA)
2. Appropriately sequences and relates stories. (48-60 mos Lang IIB)
3. Tells a story/shares ideas. (36-48 mos Lang III A)
4. Participates in story telling (with words or phrases). (30-36 mos Lang IIC)

Materials: Butcher paper; felt pen

Procedure:

1. Gather children around easel or feltboard covered with large sheet of butcher paper. Discuss books, favorite stories, and tell children that they can make up their own story.

   Ask what the story should be about. Several responses can be included, (eg. girl, cat, monster, etc). Help children develop the story by asking about the relationships between the proposed characters. (Whose cat? Where did ____ live? , etc). Try to encourage children to take into account what has occurred as they add developments. Review and re-read the story as it evolves. Encourage closure (e.g. How did the girl get home?).

   Continuation possibility: Let kids illustrate the story. Post story and pictures on wall and encourage children to "read" to parents, other teachers, friends.

Variation:

1. Stories about a special holiday or event, for example: "It was Halloween night and....."

Area: LANGUAGE ARTS - "Story Dictation: Behind the Door"

No. of children: 4-6

Kids are likely to incorporate parts of one another's ideas in the story and that's great. As the story evolves ask for details, specific names, etc.

Objectives:

1. Draw recognizable pictures of things that are important to him/her (60-72 mo. FM III)
2. Draws pictures meaningful but not recognizable. (48-60 mo. FM III)
3. Relates meaning to scribbles or drawing when asked. (36-48 mo. Cog. IVA)
4. Scribbles imitatively, draws strokes (18-21 mos FM III)

Materials: Premade books with 6-7 pages and a colored paper cover; Felt pens; precut shapes; Sample book

Procedure:

The cover of the book should draw children into the story and encourage them to expand on the theme. A possible theme is "Night." "You wake up and it's dark in your room. You see a door - one you have never seen before - you open it and go through....." A cover for the "Night Book" might be a house cut from black construction paper with the word 'NIGHT' printed on.

1. Get the children excited (and perhaps worried) about what's behind the cover picture. Before they even open the book, have them 'brainstorm' for story possibilities.

2. Ask the children to open the book and go inside. They may draw a picture story about what they see or what happens 'behind the door.' Ask each child in turn to describe what (s)he is drawing and write the story at the bottom of each page. If the story is very complicated you may want to limit the picture caption to main ideas only. As much as possible, write the story verbatum as the child dictates it.

3. If there is time later in the day, read the stories to the whole group.

Variation:

1. A book in shape of tee-pee for Indian story. "One day when out walking you found a tee-pee, went inside......."
2. After a field trip or special holiday, make a cover in shape of fire engine, pumpkin, etc. and have child recall and draw in sequence that special event.

Area: LANGUAGE ARTS- "Symbol reading; Movement"

No. of children: 4 - 6

Reading symbols and carrying out the right actions keep teachers on the ball also.

Objectives:

1. Follows a sequence of unrelated commands. (48-60 mos. Lang. IIB)
2. Associate a symbol with an action.
3. Imitates body movements. (36-48 mo. GM IX)

Materials: Felt board; 4 or 5 felt pieces of different shapes or symbols (Music optional but fun)

Procedure:

1. Have children sit in a circle on the floor. Tell them they are going to "read" something and do the action.

2. Show the children a felt circle and tell them this means "walk." Have all children walk around room and back to the felt board. Show them another form and say this means "hop". Have children hop a few steps.

3. Show them the first symbol. "What does this mean?" If they remember and perform activity --show them the second symbol. If they have difficulty, review the first symbol/action.

4. Next put both symbols on board in order. Have children "read" directions and follow sequence of motor actions. For younger children "read" directions with them, i.e. "Circle means walk. Square means hop. Let's walk, then hop." Have children imitate you, but refer to the symbols.

5. Add 2 or 3 more symbols and actions, depending on response of the group.

6. Using only 2 or 3 symbols, change the order to make a new action sequence.

Variations:

1. Use initial letters or whole words (W, H, R or Walk, Hop, Run) as symbols.

Area: LANGUAGE ARTS - "Treasure Hunt"

No. of children: 6-10

Careful timing is required to keep the whole group involved. Repeat often, mixing up or changing the clues. Do outside if possible.

Objectives:

1. Matches pictures to objects.
2. Takes turns. (SE IV)
3. Participates in group activity. (SE IV)
4. Identifies a familiar picture by pointing or gesturing. (12-18 mo. Lang IB)

Materials: 10-12 picture cards of objects found in the classroom (cut pictures from magazines and glue onto cardboard), hidden in a progression around the classroom; treasure box with raisins or nuts inside; detective hat.

Procedure:

1. Seat children on floor in circle. Tell them that today they are going on a picture hunt for a special treasure. They will take turns following the clues until they find the treasure.

2. Going around the circle, each child will have a turn wearing the detective hat and following picture clues. Give the first child the hat and a picture clue. The detective names the object pictured (e.g. easel) and shows the clue to the class. He goes to that object and finds the next clue (another picture of a different object in the room).

3. The first detective passes that clue and the hat to the next child in the circle. The game proceeds until the treasure is found.

Variation:

1. Instead of sitting in a circle, have the whole group move from clue to clue with the detective. (Clues could be put in envelopes so that the new detective gets first chance to see it.) Works well outside.

Area: LANGUAGE ARTS - "Post Office - Letters with letters"

No. of children: large group

Comment from reviewer: "The ultimate in individualized instruction. We did this at a staff inservice - my letter was blank!"

Objectives:

1. Read a simple word.
2. Identifies letters of name.
3. Identifies name (written).
4. Identifies symbols and objects in pictures. (30-36 mos. Cog. IVA)

Materials: One envelope with each child's name and one piece of paper for each child. Paper has symbol or word at challenging level.

Procedure:

1. Teacher tells kids that the mail carrier will be coming to deliver each of them their very own letter. Ask them to make a big circle or line so there is a street for the mail carrier to walk along.

2. Mail carrier (teacher or child) delivers each letter, kid reads it, then shows it to the rest of the class. After all the letters are read, children may take them home. The envelopes may be used over and over again. For each letter choose a word or symbol that the child is able to read with some effort - if it is far too easy or difficult the lesson will not be as effective.

Variation:

1. General Delivery Service: Use puppet theater or playhouse as the postoffice. Have postal clerk hold up an envelope and kids try to recognize own name to claim mails.

Area: LANGUAGE ARTS - "Home Address"

No. of children: 4-6

Let parents know what's happening so they won't inadvertently spoil the game by opening the kids' letters. See also MATH: "Mail Carrier Game."

Objectives:

1. Tells home address (number and street). (60-72 mos SHV)
2. Knows name of street. (60 mos SHV)
3. Prints capitals of name. (60-72 mos FM III)
4. Describes own house. (48-60 mos Lang IIIA)
5. Traces letters and numbers of address. (48 mos FM III)
6. Put gum in and licks envelope.

Materials: Notecards with address of each child; envelopes; felt pens; chewing gum; stamps; pictures of houses; maps of city or pictures of city blocks (optional)

Procedure:

1. Seat a small group of children at table. Show pictures of houses. Discuss the different kinds of homes people live in. Discuss the mail carrier who brings letters to their houses. How does (s)he know what letters to leave at which house?

2. Talk about their streets and the fact that the mail carrier needs a house number to know where they live. (Show map or picture of cities.) Give each child an envelope and have each write his/her name. Help those who need it. Next have them copy from a card or trace their number and street name. Add the city and state and zip for them. Give each child a piece of gum to put in the envelope. Have the children open the envelopes, place the gum inside, lick the flap and seal the envelopes.

3. Talk about the need for a stamp and show children where to put the stamp. (Draw a square in the corner of the envelope if necessary.)

4. Walk to the mail box and mail the letters. Discuss where the gum will go next and when they should receive it.

5. On subsequent days, ask children which ones have received their surprise letter.

Variation:

1. To simplify the project, let kids mail themselves letters to the school. Kids print names and stamp the address of the school on the envelope. If you are reluctant to have kids receive gum at school, consider other possibilities (puzzles, etc). Let kids check the school mailbox each day and help distribute the letters.

Area: LANGUAGE ARTS - "Bean Plaques"

No. of children: 4 - 8

Kids are pleased with the results, and parents are usually impressed.

Objectives:

1. Prints name. (60-72 mos. FM III)
2. Identifies letters in name.
3. Recognizes name.
4. Picks up small objects (beans). (24-30 mos. Eye-hand Coor. FMII)

Materials: IBM cards or something similar; felt pens; glue in squeeze bottles; beans, salad macaroni or unpopped popcorn

Procedures:

1. Gather the children around the table. For each child in turn, write a word (usually child's name) on IBM card in 2-3 inch high caps with a felt pen. Some children may be able to do this step.

2. Trace the first letter with glue.

3. Child then puts beans on glue to make beaned letter.

4. Put glue on next letter, or let child do it. If the child puts the glue on, be sure (s)he does only one letter at a time and works left to right.

5. Most kids should be able to produce a recognizable letter or word. If necessary, help by nudging the beans into line occasionally. A child who has poor pincer grasp or eye-hand coordination may not produce an identifiable letter. Making only one very large letter may help.

   During the project, name the letters and ask each child to name letters ("Have you finished your B? What letter are you working on now? Are you ready for glue on your A?", etc.).

Variations:

1. Other words might be substituted for the child's name.

2. To provide practice in fine motor skills, use simple shapes (e.g. flower or animal shapes, etc.).

3. Have the class make all 26 letters and put them along the wall as a tactile alphabet the children can see and touch. (Remember Ñ, CH, and LL if it's a Spanish alphabet.)

Area: LANGUAGE ARTS - "Letter for the Day"

No. of children: 6-8/lg. group

A nice way to develop letter recognition as well as providing an undemanding role in the spotlight for a shy child.

Objectives:

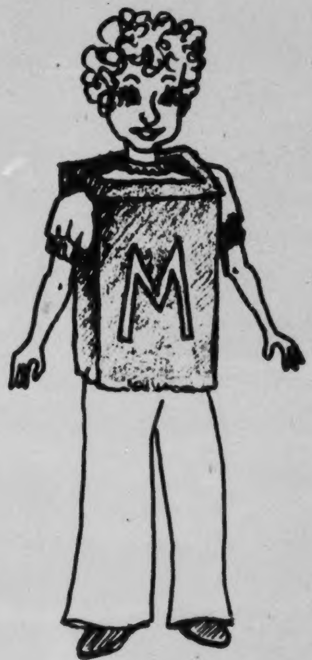
1. Gives phonetic sound for letter.
2. Matches letters with object, areas, and people around room beginning with that letter.
3. Identifies letters.

Materials: Large grocery paper bags; scissors; felt pens bag with arm and neck holes precut

Procedure:

1. When children are in a large group, announce a letter for the day. Show them the letter. Give its phonetic sound and ask them to think of words that begin with that sound.
2. As a project for 6-8 children at a time, use large bags with holes cut in the top and side to form a vest. Draw large block letter on the front and back, let children color them in.
3. Ask children to identify people and things around the room that begin with that letter sound. This project can reinforce other activities which emphasize the same letter or sound for the day or week.

Extension: Give the child who wears the letter a bag of items starting with that letter to hold up for the group to name.



#38

Area: LANGUAGE ARTS - "Follow the Alphabet Road"

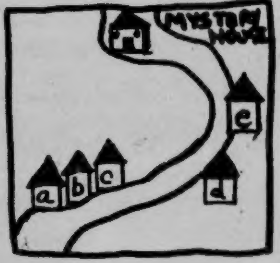
No. of children: 4 - 6

This game board could be adapted to any sort of matching task.

Objectives:

1. Gives phonetic sound of letters.
2. Matches capital letters to lower case letters.
3. Identifies letters
4. Follows a path (eye-hand coordination).
5. Takes turns (SE IV).

Materials: Game Board: Large sheet of paper with road and houses. Lower case letters printed on each house with last house being Mystery House. Dice made from 1" cube blocks with capital letters on each side. Toy cars. Box disguised as Mystery House with raisins, nuts, and assorted goodies inside.



Procedure:

1. Seat children around game board. Point to houses with "small letters" and have several of these letters identified. Also point out the "Mystery House" at the end of the road. Show the letter die. Explain that each child may choose a car to drive along the Alphabet Road to the Mystery House. Each child who reaches the Mystery House gets to reach in the house and take a prize.

2. Have children take turns choosing and rolling a die, matching capital to small letter, driving car to that matching letter, and giving or repeating the letter's sound. If an earlier letter of alphabet is rolled, child rolls again.

3. As children reach the last letter on board, any additional roll will move them to the Mystery House where they may take a treat. Game should continue until all players have a prize.

Variation:

1. Delete the Mystery House and have children drive back and forth as their die indicates on the Alphabet Road. The process is fun and there is no hurry to get to a finish line. Add castles, ponds, jungles, sea monsters, etc. to the game board.
2. As a math project, use numerals and number sets.

#39

Area: LANGUAGE ARTS - "Fishing Game"

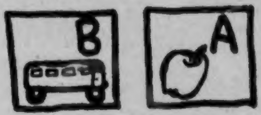
No. of children: 6-8

Fishing is always very popular. Variations will occur to you faster than you can try them. Use good magnets.

Objectives:

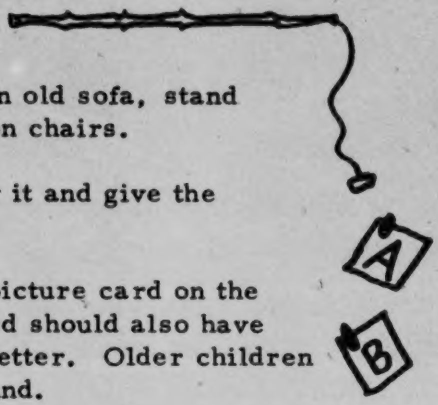
1. Matches letter and phonetic sound to picture.
2. Uses fishing pole to catch paper clip (eye-hand coordination).
3. Matches letters.
4. Identifies simple picture. (12-18 mos. Lang I B)

Materials: Cardboard letters with paper clips on them; flash cards of sounds, objects or any pictures (they can be cut out of magazines) tacked up on bulletin board with the letter it begins with on it. Fishing poles made from garden stakes, wire, and a small bar magnet taped to the end of the wire. The magnet picks up the paper clip attached to the letter.



Procedure:

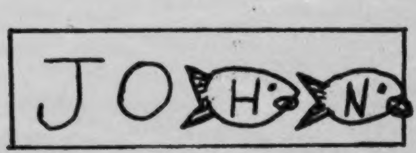
1. The children may lean over the back of an old sofa, stand behind a table turned on its side, or sit on chairs.
2. Have each child fish for a letter, identify it and give the phonetic sound.
3. Next, have child match the letter to the picture card on the bulletin board. For younger kids the card should also have a letter on it so that they can match the letter. Older children may be able to match by initial letter sound.



Note: Arrange for children to have lots of elbow room. Otherwise you spend all your time untangling the lines.

Variation:

1. A math project: each child fishes for a number and then fishes for a corresponding number set.
2. Animal homes: The kids fish for cutout fish, animals, etc. and glue them on an environment board which includes land and water designations.
3. Cut out lots of fish and print a letter on each. (A staple at the mouth will allow fish to be 'hooked'.) Kids get a strip of paper with their name or a word e.g. batman, fish, etc. on it. They fish for the letters to spell out their name (or word) and must throw back the fish with letters which don't match. Staple the fish onto the strip to make a 'string of fish' which spells the kid's name (word).



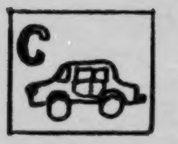
Area: LANGUAGE ARTS - "Parking Lot Game" **No. of children:** 4-6

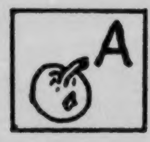
Comment from one of our reviewers: "I did it exactly as directed. Within minutes I was bored with the game, BUT the kids loved it and stayed forever and new ones were waiting in line for someone to leave! There was a great deal of conversation about the pictures so it's extremely good for oral language -- with my group even more important than the phonics." It easily handles kids on varying levels.

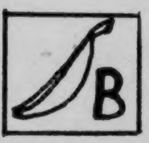
Objectives:

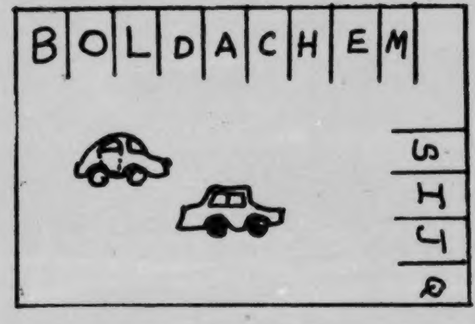
1. Gives phonetic sound for letters.
2. Identifies letters.
3. Matches letter on card to letter on game board.
4. Identifies pictures by pointing or gesturing. (12-18 mo. Lang. IB)

Materials: Game board: black paper made into parking lot with a letter in each parking space (use white chalk or crayon); toy cars; phonic picture cards.









Procedure:

1. Each child gets a toy car and a parking lot. Teacher holds up a picture phonic card with a banana and letter B, says, "What sound does "banana" begin with? Can you drive into the parking space which has that letter?"

2. Younger children may need to be shown which parking space letter is the same as the phonetic sound.

3. Proceed in this fashion using different phonic cards and helping children associate the sound with the letter. They can also match the letter on the card to the letter on the parking lot.

Area: LANGUAGE ARTS - "Letter/Object Game"

No. of children: lg. group

A good group activity. Try to give turns to all the kids who want them, even if a few kids get a little restless.

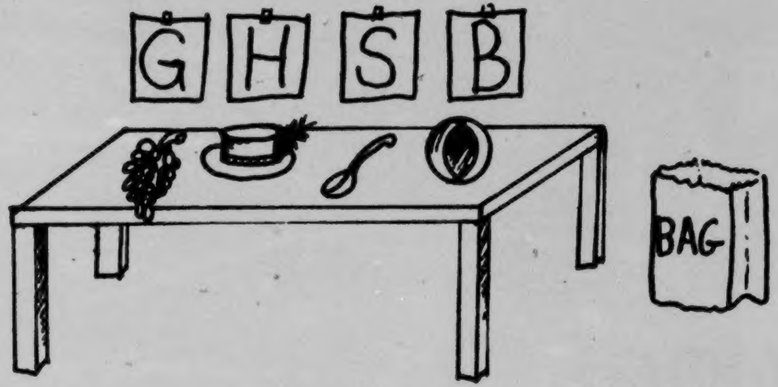
Objectives:

1. Matches phonetic sound of letter to object beginning with that letter.
2. Gives phonetic sound for letters.
3. Identifies letters.
4. Identifies objects, (12-18 mos. Lang. IB)

Materials: 3 to 6 large letters of the alphabet (S, T, M, P, F): a large bag filled with a variety of objects which begin with those sounds.

Procedure:

1. Tape the letters on the wall above a table so that objects can be placed in front of the letters.
2. Choose one child to come up and take an object out of the bag and identify it. Help the child hear the initial letter sound by exaggerating the sound.
3. Child then places the object in front of the appropriate letter. (Give help if needed.)



4. Younger children may not be able to do more than name the object. Encourage the group to help by determining the initial sound and correct letter.
5. Continue until all the objects are placed. If the children still want to keep playing the game, put all the objects back in the bag and start again.

#42

Area: LANGUAGE ARTS - "Scrambled Words"

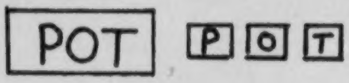
No. of children: 4-8

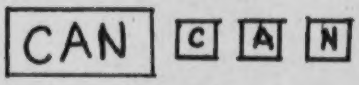
Our reviewers were surprised at the popularity of this simple letter game. Involves little preparation or cleanup.

Objectives:

1. Reads simple words.
2. Identifies missing letter from familar word.
3. Matches letters.

Materials: Envelopes with words printed on them; 2" squares of paper with the letters of the same word inside envelope; blank paper squares; felt pens





Procedure:

1. Gather children around a table and give each child an envelope with a word puzzle. Try to choose a word for each child of appropriate length and difficulty so that (s)he can succeed but a little effort will be required.

2. As each child completes the first puzzle, check to see that the letters are matched correctly and help the child identify the word. Letters are then put back in the envelope.

3. Let the child choose a new word (perhaps own name). *NOTE: children often choose words which do not lend themselves to simple phonetic analysis (names are often impossible in spelling). When this happens, stress the names of the letters and treat the word as a sight word.

   Print the word on an envelope, the letters of the word on squares of paper, mix them up and let the child solve the puzzle. Continue as long as time and interest allow.

4. Children may keep the puzzles to play with at home.

Variation:

1. For more advanced children: Take a word very familiar to child, such as name. Remove one letter. Child arranges word (without looking at envelope) and tells what letter is missing.
2. Print letters on envelopes in lower case. Do letters on pieces of paper in upper case.
3. See Language Arts - "Home Address"

#43

Area: LANGUAGE ARTS - "Pin the Name on the Thing"

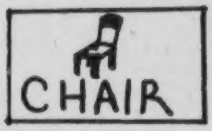
No. of children: 4-8/lg. group

Words become labels and can remain around the room for a few days.

Objectives:

1. Read simple words.
2. Identifies the letters in the word.
3. Matches identical words.
4. Matches word to object around classroom.
5. Identifies objects in pictures. (30-36 mos. Cog. IVA)

Materials: Cards or small pieces of paper with a symbol and/or word for something in the classroom, for example: CHAIR; masking tape.



Procedure:

1. Ask the children if they have ever played a game called "Pin the Tail on the Donkey." We have a new game called "Pin the Name on the Thing."

2. Hold up a card and ask the children if they can "read" it. After someone identifies the word, repeat and point: "Chair, this word is chair, c-h-a-i-r."

3. Ask a child to "Pin the Word on the Thing" using a piece of masking tape. Emphasize initial sounds of words, e.g.'ch' together makes a "ch" sound. Use capital letters.

4. Proceed until all the cards are distributed. Gather cards and repeat.

Variation:

1. Put names of objects around the room (chair, table, door, wall, etc) and have children take a card with one of these words and try to find the matching word in the room. Child may be able to guess the word from its location. If not, help.
2. People's names are fun, too! Pin initial letters on people, "S" for Steve, "A" for Anne, etc.

Area: LANGUAGE ARTS - "Crossword Puzzle" **No. of children:** 4-6

This looks harder than it really is. Kids who can't print can still help guess the correct words from the clues. (See Variation #1.)

Objectives:

1. Reads simple words.
2. Prints simple words. (60 mo. FM III)
3. Guesses word from given descriptiors. (48-60 mo. Lang. IIA)

Materials: Felt pens; construct a simple crossword puzzle, 8 squares across by 8 squares down.

C	A	T	▨	▨	▨	▨	N
A	▨	▨	▨	▨	Z	O	O
R	U	N	▨	▨	I	▨	▨
▨	▨	▨	A	P	P	L	E
▨	▨	▨	▨	E	▨	▨	▨
B	▨	▨	G	A	M	E	S
A	L	S	O	▨	▨	▨	U
R	▨	▨	T	O	E	▨	N

Procedure:

1. Give each child a puzzle. Show children which squares to black out.

2. Begin by giving simple definitions as clues: "What purrs? What do you ride in? Who takes care of you?" Children are all doing the same puzzle and can guess and copy words together.

3. Have a master puzzle they can copy from. Some may need lightly drawn letters to trace. Show children where to write the words by pointing or showing them the master copy.

Variations:

1. Do the master puzzle together as a group.

2. Use pictures, action cards as clues.

3. Use 3 word cubes:

C	A	B
A	C	E
B	E	D

D	O	G
O	N	E
G	E	T

Area: LANGUAGE ARTS - "Rhyming Story Cards"

No. of children: 4-6

Your basic short "a" exercise. Kids enjoy the rhyme even if they don't know letter sounds. They love the idea of reading to their parents.

Objectives:

1. Reads simple words. (Lang.)
2. Prints simple words. (60 mo. FM III)
3. Detects rhyming words. (36 mo. Lang)
4. Remembers simple rhymes. (24-30 mo. Lang.IIB)

Materials: Paper; felt pens; paper strips for flashcards; envelopes.

Procedure:

1. Give each child a piece of paper with the words CAT, RAT, SAT, BAT, FAT written on it. Begin by reading the words phonetically as a group.

2. Next, tell them this rhyming story, having them read the words as you go:

> There once was a cat,
> Whose best friend was a rat.
> All day long by the window they sat.
> Suddenly they were frightened by a great big bat,
> Who was not only big,
> But also fat.

3. Repeat the rhyme several times, having the children say it together and pointing to the words.

4. Next, have them print or trace the rhyming words onto their own set of flashcards.

5. Repeat the rhyme slowly and have them read their own set of flashcards.

6. Have children put their cards into an envelope to take home to be read to their parents.

Variation:

This can be a large group activity with large flash cards in which they are reading the words and repeating the rhyme as a group. (Puppet could also do it from inside the puppet theater.)

Area: LANGUAGE ARTS: "The Mix-Up Monster"

No. of children: large group

Even kids who are far from being "ready to read" enjoy the absurdities of the drama. The plot's a bit thin, but our kids haven't yet complained.

Objectives:

1. Reads simple words.
2. Gives phonetic sounds of letters.
3. Identifies letters by naming.
4. Attends to puppet show (large group activity). (SE I)

Materials: Mix-up Monster puppet; little girl puppet; blocks with letters C, B, S, F, A, and T.

Procedure:

1. The girl puppet comes out and proudly explains to her audience that she has just learned to read a word and will be glad to teach them to read. She lugs up three large blocks with the letters C, A, T, and spells out the word CAT phonetically. (Children may say letters with puppet.)

2. Next she excuses herself for a few minutes (perhaps to check on the cake she is baking) and the Mix-Up Monster appears. He also reads the word, but then substitutes a B for the letter C.

3. The girl returns and begins to read the word CAT. She is flustered and then realizes that a letter has been changed. She then practices reading her new word, BAT.

4. The Mix-Up Monster returns and again changes the letter. Repeat this several times until finally the little girl catches the Monster in the act. In the end, they name all the beginning letters and read four and five words together. The little girl says she is tired of getting mixed up and that they should work together to learn how to read.

5. After this puppet show has been done a few times and the words become familiar, the Mix-Up Monster begins mixing up the order of the letters instead of changing the initial letter.

NOTE: The Mix-Up Monster is a familiar character in our group presentations. He goes through life confusing hello and good-bye, shaking feet instead of hands, calling children by the wrong name, and telling felt board stories about "The Big Green Rooster" (i.e. "The Little Red Hen"), or "Goldilocks and the Three Pigs." Our kids love him.

Variations:

1. Can be done as a small group reading project.
2. Numbers in correct order could be substituted for letters.

#47

Area: LANGUAGE ARTS - "Robot Reader"

No. of children: lg. group

The Robot is an attention getter, Choose words that are spelled phonetically but avoid words the kids already know on sight.

Objectives:

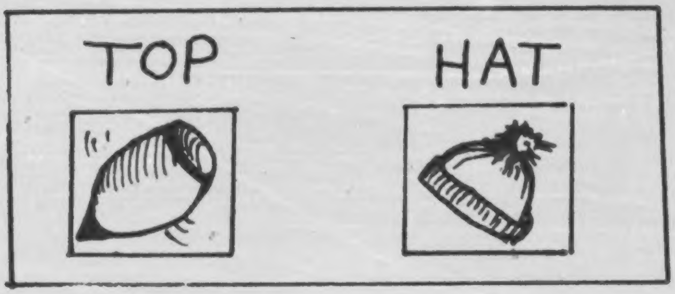
1. Identifies words by hearing individual letter sounds
2. Identifies letters (choosing from 2 or 3)
3. Taking turns (SE IV)
4. Names pictures of objects (21-24 mos. Lang. IB)

Materials: Felt letters (capitals) and felt board; Robot 'costume'; pictures with word written in small letters

Procedure:

1. One teacher is the Robot Reader. Another teacher introduces the Robot and explains that this robot reads only sounds of letters but can't read words. Letters are put up by teacher, e.g. T-O-P. Robot points to each letter and makes sound. Children try to identify the word.

2. After the word is identified, a younger child is asked to find a picture of the object from a group of cards and put on felt board under word. The picture card may also have the word in small letters printed above it. With older children, eliminate the picture and let them match the word written in caps with word written in small letters.



Variation:

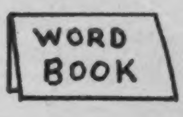
1. After the game is familiar, let kids take turns being the Robot Reader.

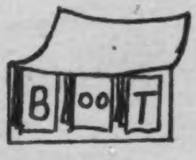
#48

Area: LANGUAGE ARTS - "Word Book"

No. of children: 6-8

Kids must be fairly familiar with letter names and know a few sounds to handle this project. Younger kids probably won't stay long, but let them do what they can.





Objectives:

1. Reads simple words.
2. Gives phonetic sounds for letter.
3. Identifies letters by name.

Materials: Felt pens; premade word book. To make the books, take four sheets of 8 x 11 paper. Fold in half lengthwise to make eight pages, put a colored paper cover over and staple at the top. Divide the pages into three sections by clipping almost to the stapled top with scissors. The book now has 8 pages with 3 sections and a cover.

The first section will have the letters C, B, M, R, S, P, and F printed in black. The second section has the letters A, E, I, O, U, EE, and OO printed in red and the third section will have the letters T, D, M, K, N, P, R, X in black. The first letters will spell CAT and various pages can be flipped up to spell different words. (NOTE: this project involves a lot of preparation on the part of the teacher, but the book can be a permanent part of the classroom for simple reading and writing projects.)

Procedure:

1. Give each child a book and explain that the books will be kept for use at school. Have children make the words WORD BOOK on the front by copying or tracing. Have them copy or trace their name on the back.

2. Next have them practice reading the words CAT, BAT, MAT, and RAT by flipping up the pages. Use the rhyme used in the "Rhyming Story Cards" lesson. They can make up their own stories to rhyming words.

3. Children can also practice writing simple words with paper and pens.

4. Books should be kept in the classroom so that children have access to them.

Variation:

1. Let children work together in pairs to spell and make words. Some combinations of letters don't spell real words. Don't worry, the kids don't seem to mind reading nonsense and it's probably good training for the future.

DRAMATIC ARTS

Every child needs a moment in the spotlight. Activities described in this unit provide opportunities for building skills and egos. Imitation, role play, and fantasy are part of the natural, spontaneous play of children. These Dramatic Arts activities are designed to take advantage of the child's natural talent and high motivation in order to foster significant social, emotional, and language development as well as good self-concepts.

The lesson plans in this unit fall into three general categories. The first group offers practice at being part of an audience and in taking turns performing, pantomiming, story telling, or acting out a rôle (object, animal, or situation).

The second group of activities are extensions of children's typical play themes from "real life" -- shopping, doctor, eating out, space trips, etc. Within these play themes we can introduce cognitive concepts and define and clarify roles of individuals who serve important functions in the child's experiences.

The third group of activities describe ways for children to dramatize stories. The play is fictional and has predetermined plot, action, dialogue, props, costumes, and scenery. There is a sequence of events which develops through cause and effect relationships.

Keep in mind that all dramatic activities with preschoolers are improvisations. In virtually all of the activities in this Curriculum Guide emphasis is on the process rather than the product. This is especially true of Dramatic Arts. Although the story provides a framework within which to operate, the kids' whims and inclinations will make every performance unique. It is always possible to add another character to any story. One boy in our group insisted on portraying a dog in every play he was in. Toward the end of the year he expanded his repertoire to include other animal roles -- horses, bears, and monkeys. In doing Caps For Sale one girl decided to be a dancing girl in the village. She used scarves and jingle bell bracelets to create her own costume and danced throughout the performance.

Sex roles are no problem for kids. We have had Maxine instead of Max star in Where the Wild Things Are. Little Red Riding Hood may be a boy and may visit his sick grandfather, be attacked by the wolf and be saved by the woodsperson.

Characters may be played in pairs or teams. In The Three Billy Goats Gruff several little, middle-sized, and big goats and a clan of trolls are the rule. Often a bird, butterfly, or other creature enters the action to advise the goats that winter is coming or to watch out for the trolls.

Plays can be done without costumes, props, or rehearsals. Stories may be familiar old favorites or they may be invented especially to capture the imagination of the group. Although the lesson plans for plays in this section are elaborate, don't hesitate to try simplified versions of these or other stories. See also MUSIC: "Ten Little Monkeys" and Nursery Rhyme Variation for other ideas.

Suggestions:

1. Casting: When casting a play, start with the minor characters first. After all the roles have been filled, children who are left may be offered parts as scenery (trees, rising sun, flowers, stage curtains) or sound effects (wind, thunder, rain, squeaking floors and doors, etc.). Those who do not want to perform may be invited to be the audience. Be sure to define the role of the audience.

Be prepared to fill any necessary role which none of the kids will accept. Your active participation as character as well as narrator will provide a model while the kids are getting started.

2. Costumes: Making costumes and doing plays are not necessarily related, at least in the minds of the children. As in the adult world, the stage and wardrobe crew types differ from the performer types. Nevertheless, most children enjoy wearing their costumes around school, acting out a dragon on the playground or a king in the playhouse. Costume making may be a high motivation fine motor activity which draws kids who are not much interested in other draw-cut-paste projects. The product is personal -- one can wear it rather than put it on the wall or in one's bin. Don't underestimate the value of a simple headband with ear, scales, or jewels on it in sparking the imagination of a child.

3. Introducing Plays: Typically, plays are introduced to children by reading from a book or simply telling the story. Felt board presentations are also an excellent way to introduce drama. The felt board story is presented to the group and immediately upon conclusion the play is cast, felt board pieces are pinned to the performers in lieu of costumes, and the story is enacted. Children who were part of the audience during the initial performance are invited to join a small group project which continues the dramatic activities.

Stories to Dramatize: We have listed below stories and books which work well as plays. You will no doubt discover many others.

- Bears in the Night, by Stanley and Janice Berenstain
- Caps for Sale, by Esphyr Slobodkina
- Chicken Licken, traditional story
- Goldilocks and the Three Bears, traditional story
- Jack and the Beanstalk, traditional story
- Little Red Hen, traditional story
- The Three Billy Goats Gruff, traditional story
- The Three Goats, in "Told Under the Green Umbrella"
- Three Friends, by Robert Kraus
- Too Much Noise, by Anne McGovern
- Where the Wild Things Are, by Maurice Sendak

The Play as a Big Production

-- by Jack Bannon

Through participation in structured skits and dramatic presentations, preschoolers can act-out their favorite stories and fairy tales. The child's fantasies and imaginings are realized through his active participation in the play. No longer the passive observer and listener, the child becomes an enthusiastic doer, interacting with peers while moving through a series of adventurous scenes that never seem to lose their appeal no matter how often they are recast and repeated.

Play-acting projects accomodate a wide range of children with varying abilities and talents. For instance, the unusually quiet child can participate by assuming an undemanding role. Such a child might be asked to be a member of the audience, sitting in a chair, observing the performance and occasionally clapping. As the child's confidence and familiarity with the play grow, (s)he can move into the play as a minor character or as part of the scenery. Verbal proficiency is not required since the teacher can tailor the dialogue to fit each child's abilities.

Skill Development

Self-Image: The play is the medium which the child can use to enter a variety of roles, feelings, and experiences. Since there is no way to fail, the child's confidence can only be enhanced.

Language: The structure of the story, coupled with the child's eagerness to repeat and relive the drama, provide a sound framework for the development of language skills. For children with language delays, the play dialogue can be shortened and simplified to facilitate language and comprehension. Children who are still imitating basic sounds often enjoy portraying animals. They can moo or cluck-cluck and be an integral part of the action. As the child's language skills progress, the teacher can expand the dialogue and introduce a more sophisticated syntax.

Plays based on old fairy tales like "The Three Little Pigs" and "The Three Billy Goats Gruff" include simple, repetitious dialogue with structured language lessons; each pig or billy goat basically repeats the dialogue and actions of the one before him.

Since many of the players are involved in the center of the action only for a short period of time, their attention and they, themselves, frequently wander. By giving each child a function to perform and a space for his/her performance, the teacher can maintain the interest and involvement of the cast. For instance, when casting "Jack and the Beanstalk," the teacher can set the cow up in her barn chewing some fresh hay, ask Jack's mother to clean house and make dinner, and set the giant up with "loot" to count and gloat over.

Pre-Reading: Storytelling is a basic pre-reading and language skill that focuses the child's attention on the characters and the sequence of events through which the story evolves. The beginning and the end of the story are linked together through a series of cause-effect relationships and character interactions which the child learns to understand through his/her participation in the play.

In preparing for the play, the teacher can clarify the feeling, actions, and events outlined in the story by reading the story and asking the group to respond to questions focused on the characters and plot. For example, after reading "Jack and the Beanstalk," the teacher might pose the following questions: "Why did Jack's mother ask him to sell the cow? Why didn't Jack take the cow to town? How many magic beans did the man give Jack? What did Jack's mother do when Jack handed her the magic beans?" and so on. This questioning technique can be used to review the play after an initial presentation.

Even though you may plan to produce a play to be given for an audience of parents or other children (a marvelous experience which we heartily recommend), an oblique approach to this goal will be the most successful. Repeat the play often with many different children playing different parts and each child trying many roles. Let the kids make costumes (but don't expect kids to "save" them for the big performance). Make scenery and props as group efforts. The active participation of the children in many aspects of the play production is the best preparation for an exciting performance.

Dramatic Arts
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Area: DRAMATIC ARTS - "Hungry Thing Puppet Show"

No. of children: sm/lg group

This omnivorous puppet provides the focus for a language game.

Objectives:

1. Able to guess object from given descriptors.
2. Asks questions about objects using descriptors: color, shape, size, where it is found.
3. Remembers a sequence of shown objects. (48-60 mo. Lang. IIB)
4. Attends to puppet show.

Materials: Large bulky puppet with big mouth (can be made from large paper bag); simple household or school objects, e.g. pencil, bowl, hat, shoe, paper. One teacher works the "Hungry Thing" puppet while another teacher plays "straightman," helping the Hungry Thing get the objects out of its mouth.

Procedure:

1. The Hungry Thing comes out of the puppet theater and burps. It says it feels sick. The teacher suggests that maybe it has eaten something that has made it sick.

2. Have the children guess what the Thing has eaten by asking questions like, "What color is it? How big is it? Where is it found?" The Hungry Thing will give them clues and answer "yes" or "no" when the children guess.

3. Each time the children guess correctly, the puppet will bring up the object (about 5 or 6 objects all together). Have children repeat name. Ask the kids to tell and show how the object is used. Ask them to tell you as many things as they can about each object. After this is done, the teacher should put the objects on a shelf out of sight.

4. When the puppet has brought up all of the objects, it thanks the children for making it feel better and leaves to go have dinner!

5. See if the children can remember, in order, the objects which the Hungry Thing produced.

Variations:

1. Teacher brings objects and places them on puppet theater. The Hungry Thing slowly, one by one, eats them up. The children try to remember the order and the Hungry Thing produces the objects in the order eaten.

NOTE: The Hungry Thing by Jan and Ann Seidler (Scholastic Books, New York, 1967) is a story that this puppet show extends. It's in paperback for 95¢.

Area: DRAMATIC ARTS - "Puppet Imitation" **No. of children:** 8-10

The kids love this "Simon-Says" activity scaled down to puppet size.

Objectives:

1. Able to use puppets to act out ideas. (48-60 mo. Lang IIIB)
2. Imitates simple body movements. (30-48 mo. GM IX)
3. Names body parts. (24-30, Lang IA)
4. Identies some body parts through gesture. (21-24 mo. Lang IA)

Materials: 1 Big puppet; one small puppet per child

Procedure:

1. Each child chooses a small puppet to use while the teacher leads the class with Big Puppet. Have the children name Big Puppet's body parts verbally. Then have them identify the body parts on Big Puppet from verbal cues by moving that part on their own puppet.

2. Big Puppet tells the children to move their individual puppets like he does. Have him move his arms up and down, bend forward and backwards, jump, shake, fall down, etc. while the children imitate with their puppets.

3. Have Big Puppet instruct the kids to move their own bodies the way he moves.

4. Big Puppet finally reveals that he is tired out by all this activity and chooses a child to lead the group with her puppet. The children then take turns leading movements with their puppets.

Variations:

1. Have the children imitate sounds that Big Puppet makes-- animal noises, environmental sounds such as heard in a house, on the street, in a school room, etc.

Area: DRAMATIC ARTS - "Who's Missing?" **No. of children:** large group

A great group activity for getting acquainted and for learning to ask questions and give cues. Worth repeating.

Objectives:

1. Able to give hints; able to describe attributes of hidden child. (Lang IIB)
2. Ask questions to determine who is the missing child is.
3. Guesses who is missing from room after a few subtle hints, e.g. color and sex. (48-60 mo. Lang. IIB)
4. Imitates child's name when modeled by teacher. (Lang. IA)

Materials: Cards with children's names. (Optional)

Procedure:

1. Children all sit in a circle on floor or in chairs. One is the "magic guesser" who wears a bag over his head. One child is chosen silently by the teacher (or a child) to be the "hider" and leaves the room. The rest of the group is sworn to secrecy.

2. The "magic guesser" take the bag off and tries to guess who has left as the teacher and children give a series of hints, e.g. "It's a boy. His hair is black. His name starts with a P."

3. When the "magic guesser" finally guesses,(s)he goes to retrieve the "hider."

4. An older "magic guesser" can ask questions of the group to find out who's missing, e.g. "What color hair does he have? Who does he play with?"

Variations:

1. Place written name of child missing on his vacant seat.
2. Whisper the name so "guesser" must listen very, very hard.

Area: DRAMATIC ARTS - "What Christmas/Chanukah/Birthday Present Am I?"

No. of children: sm/lg group

Even the shyest child will want a chance to be a present. Children should already be familiar with pantomiming before doing this activity.

Objectives:

1. Asks questions about object from given descriptors and pantomime.
2. Demonstrates meaning of word (ideas) by pantomime. (48-60 mo. Lang IIIB)
3. Produces sounds to represent an object. (36-48 mo. Cog. IV)
4. Imitative role play. (Cog. IV)
6. Is able to take turns. (SE IV)

Materials: Large cardboard box -- big enough for a child to fit inside; long piece of yarn or ribbon

Procedure:

1. The group of children sit in a semi-circle on the floor. One child is chosen to go out of sight with a teacher and decide what present (s)he would like to be. Teacher could help by recalling the child's interests and offer suggestions on what to "be" and how to act it out. Teacher puts child in box and ties yarn loosely around it.

2. Meanwhile the remaining group with another teacher sings an appropriate seasonal or birthday song or discusses favorite presents.

3. The first teacher pushes the "present" into view and chooses a child from the group to unwrap it. The wrapped child emerges from the box and pantomimes the present silently or with appropriate sounds. If the guessers are stumped, they can ask questions of the "present" such as "What are you made of? What sound do you start with? etc..." Teachers guide hints and suggestions.

4. When the "present" is guessed, another child -- not necessarily the correct guesser-- is chosen to be wrapped. If all children who want turns can't be accomodated before the group gets tired, the game can be continued later or the next day.

Variation:

Circle Game: A box with closeable flaps is passed from child to child, each of whom opens the flaps and tells the group what's inside, i.e. what he would like for a present or what favorite toy or possession is inside. Teacher prompts each child to describe what's inside. Accept whatever the child says is inside, even if it couldn't fit in the box or if it is something intangible.

Area: DRAMATIC ARTS - "T.V. Show" No. of children: 6-8

A do-it-yourself T.V. show with true audience participation. See the space fantasy project for possible themes.

Objectives:

1. Acts out a story. (60-72 mo. Lang IIIB)
2. Tells a story. (36-48 mo. Lang. IIIA)
3. Uses objects as props. (Cog. IVA)
4. Follows simple directions. (30-36 mo. Lang IA)
5. Accepts others' ideas and directions for play. (SE IV)

Materials: Large cardboard box (refrigerator carton is best); Props -- hats, wigs, scarves, puppets, etc.

Procedure:

1. Prepare the large box by cutting a square hole for a screen in front with dials below and a door in the back. Set it up in a large space with children seated in front of the screen and props arranged beind the box. Explain to the children that those who want can make their own T.V. programs. Discuss the T.V. shows they watch, songs they hear on T.V., etc.

2. Have one child go behind the screen and choose a T.V. program he wants to act out, e.g. Sesame Street. A teacher should be available behind the box to offer suggestions and assistance.

3. Have a viewer go up to screen and turn the dial to "on." The child behind the box, using any prop (s)he wishes, appears on the screen and "makes a show" -- sings a song, tells a story with the theme of the chosen program (if possible). Performer can name the show or make the audience guess what they are watching.

4. Children take turns being viewers and performers.

Variation:

The group can decide on a show for the T.V. to act out.

Area: DRAMATIC ARTS - Pantomime a Sequence Story

No. of children: 4-6

If charades makes a comeback as a party game, our kids will be ready!

Objectives:

1. Appropriately sequences a story. (48-60 mo. Lang IIB)
2. Pantomimes an action shown in a picture. (24-30 mo. Lang. IIIB)
3. Role play involving specific situations. (Cog. IVA)
4. Names an action which is being pantomimed.

Materials: Several sets of 2-3 sequenced action cards. For example, seed growing in flower, person fixing a tire, balloon being blown up. Pictures can be cut from magazines or cartoon books and pasted on index cards. Make sure actions are explicit and easily performed with one action.

Procedure:

1. Have children sit in a circle on the floor and tell them that each child will take turns being the actor and the rest will be the audience. The audience has to guess what the actor is doing.

2. Take one child away from circle and show him 2 or 3 sequenced pictures. Ask him what he sees and tell him to act out these pictures to see if the group can guess what he is doing.

3. Child pantomimes the pictures and the group guesses what he is doing.

Variations:

If the above activity is a little too hard, try leading up to it with the following:

1. Children take turns choosing a single action picture (sleeping, brushing hair) to act out for the group to guess.

2. Children take turns thinking up (no pictures) and acting out simple actions (eating) or more complex actions (dialing phone, talking, hanging up). Each child whispers her idea to teacher who gives suggestions when needed.

3. Children take turns acting out community roles for others to guess (police, bus drivers, letter carriers).

Area: DRAMATIC ARTS - "Pantomiming Objects"

No. of children: 8-10/large group

We tend to underestimate the value of gestures in communications. Try to describe a spiral staircase without using your hands.

Objectives:

1. Gives use of objects. (36-48 mo. Lang IIA)
2. Demonstrates function of object by gesture. (24-30 mo. Lang IIIB)
3. Is able to identify objects in pictures. (30-36 mo. Cog. IVA)

Materials: A large area to move in. Tray of objects (ball, telephone, clothes, utensils, etc.)

Procedure:

1. In a big space, ask the children to sit in a circle. Talk about the different objects on the tray and what is done with them.

2. Have one child at a time go into the center and whisper to the teacher which of the objects(s)he is going to act out. Teacher might suggest an easy-to-act-out object for the younger child.

3. Child then demonstrates the use of the object and the others try to guess its name and tell its function. (Depending on the ability of the group, the objects could be displayed for the children to refer to when guessing the object.)

Variations:

1. Use pictures of objects or animals to be pantomimed.

2. Making a complete object: From a selection of pictures, kids choose an object they would like to create (airplane?) and name the various parts (wing, body, tail). One at a time, children go to the center of the circle and become individual parts of that object until the group is satisfied that the object is complete.

Area: DRAMATIC ARTS - "Blind Walk" No. of children: 2-6

Simple idea with many possibilities for encouraging friendships and trust between children; kids will probably carry this over into free play. Excellent for sensory development.

Objectives:

1. Able to describe object by its physical properties, e.g. how it smells, feels, its size, shape, etc. (36-48 mo. Cog I)
2. Child feels objects and gives its name without seeing it.
3. Child participates in imitative role playing. (Cog. IVA)

Materials: Blindfold or paper bag to go over head (with breathing holes).

Procedure:

1. Have children sit in circle and pair off by choosing a partner. Explain to them that they are to pretend they are blind and cannot see, and are being led to a place by their non-blind partner. Tell the "blind" children that there will be an object they are to touch, climb on, listen to, smell, etc. in order to guess what it is and where they are.

2. Blindfold one child of the pair and ask the other to lead him to an object in the classroom or an area in the classroom, e.g. ladder in gym, slide outside, paintbrush at easel, etc. Before the child takes off his blindfold, he is to describe how the object feels, smells, sounds, etc. and try to guess what it is or where (s)he is.

3. After child guesses, have partners change roles.

Variations:

Set up an obstacle course (large boxes to crawl through, cushions, scooter boards, etc.) outside or in large area. Kids pair off. Discuss responsibility of leader for the safety of the "blind" person. Blindfolds are optional. (Most kids will want to try it both ways.) Partners lead each other through obstacle course, giving verbal directions to help partners avoid obstacles. Younger kids usually make irresponsible leaders, but everyone loves to be led and usually follows along trustingly without peeking. Amount of teacher supervision depends on the group...be cautious about possible dangers (swings, high places).

Follow-Up: After each of pair has experienced both roles as long as (s)he wishes, give them both felt pens and paper. Encourage them to draw pictures about what it was like and how they felt blind-walking with their partners. Teacher can write on their pictures what they say about the experience and the pictures they are drawing.

Area: DRAMATIC ARTS - "Making a Movie" No. of children: 4-6

Kids don't seem to mind that the movies don't "move." Make the "movie screen" sturdy enough to hold up under frequent use.

Objectives:

1. Draws simple pictures. (60-72 mo. FM III)
2. Cuts with scissors on straight line. (48-60 mo. FM II)
3. Glues pictures onto paper. (48-60 mo. FM II)
4. Tells a story. (36-48 mo. Lang IIIA)
5. Scribbles. (18-21 mo. FM III)

Materials: Medium sized box with rectangle cut from the bottom of box for movie screen. Cut holes below screen for dials. Large pieces of paper from paper roll; felt pens; crayons; magazines for cutting out pictures; scissors; glue.

Procedure:

1. Settle children around a table that has movie-making materials on it. Movie screen might be on table nearby for easy viewing by those at the work table. Explain to the children that they can be movie-makers and make their own movies. Demonstrate by turning the screen on, putting a picture on the screen, and telling a story about the picture.

2. Have each child take large pieces of paper and draw a movie. Have magazines available for those children who wish to choose pictures, cut them out, and glue them to papers for their movies.

3. As the children finish making their pictures, one child at a time can put her picture(s) on the movie screen, push the dials, and tell the others the story--describe what is happening, name objects in their pictures. Teachers can help with language and imagination by asking who, what, why, and how questions. Help each child sequence (order) his story by asking what happened first, next, last. Younger children might simply name what they have drawn. Encourage questions and comments to the "producer" from the audience.

Variation:

On long strips of butcher paper children can draw a sequence of large pictures. By installing these on dowels in the screen box and cranking the dowels, the movies pass before the eyes.

Area: DRAMATIC ARTS - Creative Dramatics

No. of children: sm/lg group

Balloons are like nothing else. It's nice to be able to give the kids an uninflated balloon to take home in their pockets at the end of the day.

Objectives:

1. Acts out stories. (60-72 mo. Lang. IIIB)
2. Uses toys to act out ideas. (48-60 mo. Lang IIIB)
3. Uses props to enact a role. (SE V)
4. Demonstrates function of object by gesture. (24-30 mo. Lang. IIIB)

Materials: Balloons; mellow music (records or tapes); floor cushions

Procedure:

1. Ask children to sit on the floor cushions. Start the music. Tell each child to take one balloon and pretend it is a bubble, holding it very gently so it won't pop. The children should move with the music.

2. Have children try to keep their balloons from falling to the floor (as in volleyball). Then have them try to keep them up without their hands, using arms, knees, heads, shoulders (as in soccer).

3. Pretend the balloons are spaceships, clouds, suns rising and suns setting, huge gumdrops, etc. and have the kids carefully and gently execute these improvisations. They may act together, in pairs when appropriate, or by themselves.

4. Ask the children to put their balloons away the way they took them, very gently.

Variation:

Improvise a story about a feather, a flower or a leaf, or other objects and have the kids follow the story, moving the prop appropriately.

Area: DRAMATIC ARTS: Improvisation No. of children: 8-10
Guided fantasy - "Birth in the Forest"

This might be short, but who knows?

Objectives:

1. Acts out a story. (60-72 mo. Lang IIIB)
2. Demonstrates meaning of words by pantomime. (48-60 mo. Lang IIIB)
3. Non-verbal interaction with children during play. (SE IVA)
4. Follows verbal cues. (24 mo. Lang IA)
5. Makes animal sounds.

Materials: Record player; soft classical music

Procedure:

1. Outside, or in a large area indoors, have the children form a circle and ask them to pretend that they are all in a deep, dark forest with tall trees all around. Have the children suggest the kinds of animals that might live in the forest. They might say deer, tigers, rabbits, monkeys, bears, birds, snakes, etc. Ask each child to choose an animal (s)he would like to be. Then have the children/animals curl up in little balls on the floor and, as the music begins, they are to begin waking up... they are waking up for the first time! Like a baby being born.

2. As the animals awake and look around with their eyes for the first time, they will discover their hands, arms, legs, and feet. As they stand up and move around, remind them that it is the first time they have ever used their legs and they will be shaky. The animals make their special animal sounds. As they move around, have them discover each other. As the new animals learn to use their bodies, they move faster and twirl, leap, and run in time with the music. Continually remind the children/animals to think about how they feel as brand new animals, babies seeing the forest and each other for the first time. The new animals must learn how to use their bodies and to do all the wonderful movements that animals can do.

Variations:

1. Trees: From a small nut, the children grow into beautiful, tall trees. How would they move when they first feel the warm sun, the cold rain, the wind moving through their leaves and branches, a storm?

2. Christmas: Toys in Santa's workshop wait for him to leave for the night. The clock strikes midnight and they start moving around and playing for the first time. Kids act out their own favorite toys.

Area: DRAMATIC ARTS - "Space Fantasy" No. of children: sm/lg group

Space fantasy is becoming less fantastic and more reality every day. It's amazing how much kids know about space travel already. See the TV projects for possible extensions.

Objectives:

1. Initiates ideas for fantasy play that are accepted by others. (SE IV)
2. Role play a fantasy situation. (Cog. IVA)
3. Accepts others' ideas for play. (SE IV)
4. Imitates role play. (Cog. IVA)

Materials: Spaceship and helmets -- made in crafts project; accessory items the children choose, such as bicycle or wagons to haul parts, fuel and food, telephones, etc.

Procedure:

Space play is both reality and fantasy to young children today. The teacher supports and extends the ideas for play initiated by the children.

1. "What a fine spaceship you have built! Who is the crew? Where are you going to fly?" Ask questions that stimulate creative thoughts and extend the learning. For example, if the children are going to the moon, ask, "What will it be like on the moon? Have you ever seen the moon? When? What did it look like? Do you suppose there is anybody living there?" It is also appropriate to direct the children's attention to the realities of the trip. "Cars and buses need gas to run. What does a spaceship need? (Rocket fuel) Who brings the fuel? How long will your trip take? Should you take anything along? etc....."

Variations:

1. Add children in space monster costumes (and their own rocket ship) to extend the possibilities for dramatic play.

2. Songs, fingerplays, and games: "Ring around the rocket ship, try to grab a star! Stardust, stardust, fall where you are!" (Join hands and move in circle. On "grab," drop hands and reach up, and on "fall," fall to the floor. From: I Saw A Purple Cow. Random House)

3. Consider other types of trips: plane, ship, car, train, etc. with appropriate staging and props.

Area: DRAMATIC ARTS - Outside dramatics **No. of children:** 4-6

Children usually evolve their own forms of outside drama. Here are a few ideas to help elaborate on their play using simple equipment. Also potentially useful in dealing with trike play when it gets too rowdy.

Objectives:

1. Able to explain social or occupational roles of people, e.g. police officer (60-72 mo. Cog. II)
2. Able to "read" and follow appropriate directions for traffic signs.
3. Able to role play in specific situations. (Cog. IVA)
4. Able to follow a line drawn on ground with tricycle.

Materials: Large red and green circles of construction paper labeled STOP and GO; police hats; paper tickets; chalk; tricycles; wagons

Procedure:

1. While children are playing outside suggest that some of them become citizens and one child become a police officer. Explain to children that the police are there to make sure all citizens drive safely. "Safely" means that every "car" remains on the "road." Every car stops at red light, goes on green light, and every car is driven slowly enough so as not to bump the car ahead.

2. Chalk several curved lines, 2" wide, intersecting and traversing the area. Tell children that these lines are streets that they must stay on. If they stray off the streets, the police officer might give them a ticket.

3. Bring out the red and green paper. Ask the children what a red light means when they are driving. A green light? Explain to the kids that these sheets of paper represent traffic lights. Pick out one child to be the "light changer."

4. Have the rest of the children get on their trikes and drive along the "streets." The police officer gets the police hat and tickets and rides or walks (depending on the number of trikes available). The officer may give tickets to any child who is going too fast, riding outside the street, or not following the green and red lights.

5. Children take turns being citizens, police, and light changer. The kids will probably invent more roles (toll taker, tow truck drivers -- wagon tied to trike or trike to trike).

Variations:

1. Have children be 'teachers' and do what teachers do -- (sit back and learn).

2. Around a climber, fort, or jungle jim have occupants and fire fighters play towering inferno.

#14

Area: DRAMATIC ARTS - "Clothing Store" **No. of children:** 4-6

This project might be done over a week or more. Try starting with just one type of clothing (e.g. hats or shoes) and adding a new "department" each day.

Objectives:

1. Associates articles of clothing with roles for imaginative play. (Cog, IVA)
2. Sort by type of clothing (shoes, hats, etc.). (36-48 mo. Cog. IIIA)
3. Uses words to express wants. (21-24 mo. Lang IIIA)
4. Identifies articles of clothing by pointing.(12-18 mo. Lang IB)

Materials: Paper; felt pens; variety of dress-up clothes (especially hats related to specific roles), shoes, dresses, coats, pants, purses, ties, robes, shirts, skirts, scarves; a receipt book; strips of paper or play money to be used as cash.

Procedure:

1. If possible, on the day before the lesson take the children on a trip to a clothing store to see how clothes are displayed and how to make a purchase.

2. The next day, bring a box filled with clothing into the housekeeping corner. Discuss what goes into a clothing store, who will work in the store and who will be shoppers, and how purchases are made. Then set-up store with props and clothing.

3. Begin by showing each garment and having children identify it by name. Have children suggest who might wear the garment and for what occasion (party, work, etc.). Sort garments by kinds, placing each kind in a different area of the shop. Children may want to write labels (e.g.shoes) for each area.

4. Teacher should remain present to guide the activity, facilitate language and encourage the children to participate. It is helpful to participate, not as a director, but as an active party in the play activity. Suggesting that you are going on a trip and need such and such provides an opportunity for a variety of responses and stimulates verbal interaction and discussion. Encourage imaginative play that evolves out of the purchases such as: having a tea party with everyone wearing their newly purchased clothes; building a road with those in working hats, etc.

Variations:

1. On a warm day, have everyone take off shirts, put them in pile, then run, find yours, and put it on. Children help each other with buttons, snaps, etc. Dress in pairs.

2. Toy store

Area: DRAMATIC ARTS - "Grocery Store" **No. of children:** 4-6

The variations on this activity are limitless. Simplify, elaborate, expand, improvise.

Objectives:

1. Role plays specific situations (food store). (Cog. IVA)
2. Uses words to ask for things, ask questions. (36-48 mo. Lang. IIIA)
3. Categorizes & sorts kinds of foods. (36-48 mo. Cog. IIIA)
4. Understanding and following single directions. (30-36 mo. Lang IA)
5. Identifies foods. (12-18 mo. Lang IB)

Materials: Empty food boxes, cans, bottles, egg cartons, milk cartons, pictures of meats, desserts, etc.; play money and cash box; shelves; counter; white aprons for grocers; paper bags; telephone; plastic fruits and vegetables, if available.

Procedure:

1. On the day before the lesson, have children visit a real grocery store. Note kinds of foods, arrangement of food, check-out procedure, etc.

2. The next day, in the housekeeping corner, have children arrange the store as they wish, sorting the food into categories on the shelves. They can decide who will play grocer, sacker, and customer. Be available to help in categorizing and sorting the material. A few questions during preparation will help them see and understand these concepts: "Are the boxed foods usually mixed with the canned foods? Which foods do we eat for breakfast? for lunch? for dinner? Can you name some kinds of vegetables? Fruits?"

3. Have the customer(s) ask the grocer for specific things. "I want eggs, cereal, and a can of tomatoes." Have the grocer get each thing, place it on the counter, repeating the name of each item back to the customer. Then have sacker bag the groceries. Grocer must say how much the food costs -- 1 piece of play money (or strips of paper), 2, 3, 4, etc. Customer counts out the proper amount and gives to the grocer in payment. Have children switch roles and replay the game.

Variation:

This activity may overlap into other areas of play. The children may want to "go home" and cook what they bought. They may want to get a bowl of water, add purchased detergent, and wash the dishes or clothes. Preparation of the foods and serving may be acted out at the dinner table.

Area: DRAMATIC ARTS - "Hospital" **No. of children:** 3-4

Being sick isn't fun, but playing sick is wonderful. A good way to help detraumatize modern medicine for kids.

Objectives:

1. Uses language to describe what is happening, shares feelings, tells a story. (36-48 mo. Lang IIIA)
2. Uses a variety of approaches to solve a problem. (48-60 mo. Cog. I)
3. Identifies body parts by pointing. (21-24 mo. Lang. IA)
4. Role play involving specific situations (hospital). (Cog. IV)

Materials: Area set up as play hospital -- bed, stethoscope, bandages, plastic medicine bottles, cotton, eye dropper (as much medical paraphernalia as possible); Dr.'s uniform; ambulance (wagon); watered down catsup for blood (optional)

Procedure:

1. Bring box of hospital props into the housekeeping corner and explain to the children that they are going to play hospital. Discuss why people go to the hospital, who works there, what is done there to help make sick people better.

2. Have several children be the doctor and nurses (try to avoid sexual role stereotyping). Have someone be the ambulance driver and someone else be the patient.

3. The teacher should remain present to guide the activity, facilitate language, and encourage participation. It is helpful to participate, not as director, but as an active party in the play activity. Whatever direction the children take, try to accomodate or allow it to happen.

4. When the patient is brought to the hospital, encourage the naming of body parts, e.g look at legs, feel the arms, check the hands, etc. Try to determine what "danger" caused the illness, e.g. hit by car because wasn't watching traffic while crossing street . Explore various ways to treat the illness, such as medicine, bandage, therapy.

5. Change children in the various roles and play again.

Variations:

1. Use dolls instead of real people.
2. Make your own medicines with water and food color.

17

Area: DRAMATIC ARTS - "Make a Restaurant" **No. of children:** large group
A day long group event.

This activity involves the whole class. There are three small group projects that work toward the actual event of the restaurant (snack time).

Objectives:

1. Child plays in a group that is goal-directed toward a product (a dramatization). Co-operative Play. (60-72 mo. SE VI)
2. Works well with other children. (SE IV)
3. Understands and follows single directions. (24 mo. Lang IA)

Procedure:

PART I: As a group, children decide on a name for the restaurant. Discuss the necessary preparations: making food, setting up the restaurant (decorating tables, making signs, etc), and making menus. Let the children choose small group projects in which they wish to participate.

Project 1: The Food **No. of children:** 6-8

Objectives
Materials
Procedure
} See "Cooking Projects" e.g. pizzas, for objectives, materials, and procedures.

As with most fine restaurants, your restaurant should offer a choice of food and drink. Young children enjoy options. Try offering two different drinks and types of sandwiches or pizzas.

1. With the help of children who choose to be "chefs," mix up two pitchers of juice, perhaps apple and grape. (These colors look good on the menu.)

2. Prepare individual sandwiches (toasted peanut butter and toasted cheese are popular) and again have a nice color contrast for the menus. Another good choice would be individual pizzas. Plain cheese pizzas or cheese and hot dog pizza are often favorites.

Project 2: Menu and Money No. of children: 4-6

Objectives:

1. Prints numerals 1-5. (60-72 mo. FM III)
2. Counts 5-10 objects and answers "How many?" (48-60 mo. Cog. IIIC)
3. Matches numerals 1-9 with corresponding number set. (54-60 mo. Cog. IIIC)
4. Glues. (48-60 mo. FM II)
5. Traces numerals. (48 mo. FM III)

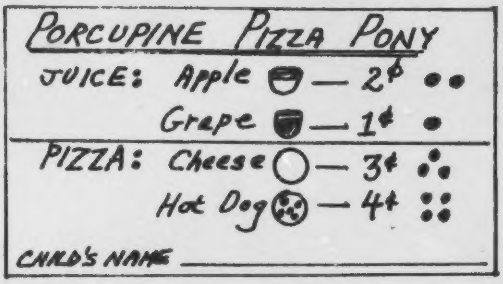
Materials: File cards, 4"x6" or something similar; felt pens; colored paper; pennies; glue

(OVER)

Procedure:

1. Check with chefs to find out what's cooking. Make a separate menu for each child, dividing menus into sections for food and for drink. Have children print or trace words for menu and name of restaurant. Glue colored shape (corresponding to shape and color of food) by the name of the food. This helps young children "read" the menu. The shape for juice could be a cup colored gold for apple juice and purple for grape.

Pizzas would be circles, gold for plain cheese and gold with brown spots for hot dogs. Children print or trace numerals, cent signs, and the corresponding number dots.



PORCUPINE PIZZA PONY

JUICE: Apple — 2¢ ●●

Grape — 1¢ ●

PIZZA: Cheese ○ — 3¢ ●●●

Hot Dog — 4¢ ●●●●

CHILD'S NAME ____________

2. Money can either be real pennies (the most fun!) or children can make their own currency. Have them count out the coins or tokens and put the same number (8-10) in each coin purse or small bag.

Project 3: Restaurant Sign and Set Up **No. of children:** 4-8

Objectives:

1. Colors in large, designated areas.
2. Draws pictures which are meaningful. (48-60 mo. FM III)
3. Helps arrange furniture into restaurant atmosphere.
4. Participates in group acticity with a common goal.

Materials: Butcher paper; felt markers or paints; table service; napkins; table cloths or place mats; patio candles (1 per table, optional); vases for flowers; pencils or crayons for each table.

Procedure:

1. After name of restaurant is chosen (One group chose "Porcupine Pizza Pony!"), print it out in large block letters on a piece of butcher paper. Let children color or print in the letters and decorate the sign. Hang the sign in a prominent place.

2. Partition the room so that the restaurant has its own entrance and exit. If possible, cover the windows and dim lights.

3. Decorate the tables with fresh flowers or greenery picked from around the yard. A candle on each table adds a touch of class. Set the tables with table cloths or place mats (decorated by children), napkins, and other necessary utensils. Place a few pencils or crayons on each table for children to use in recording their orders.

(CONTINUED)

PART II: Dining Out **No. of children:** large group

Objectives:

1. Role plays specific situations. (Cog. IVA)
2. Participates in a group dramatization.
3. Counts out pennies to correspond to numeral or number set.

Materials: Play clothes

Procedure:

1. When the food is cooked, menus printed, and the restaurant set up, have children get ready to "eat out." Have an extra supply of dress-up clothes in the playhouse for children to wear. Fancy clothes help children get into their "adult" roles and establish a special mood for the event. Remind children to bring money to pay for their dinner. Teacher should make sure each child has 8-10 coins.

2. Children enter the restaurant and are taken to tables by a waiter or waitress. Teachers staff the restaurant, at least the first time through. Each child is seated at a table and given a menu. Waiters and waitresses help each patron record his/her name and order. The menu is returned with the order and serves as the bill. Patrons may place second orders as long as they have enough money.

3. When finished eating, patrons take their bill to the cashier and pay for their meals.

Area: DRAMATIC ARTS - "Too Much Noise"

No. of children: large group

Objectives:

1. Demonstrates meaning of words by pantomime. (48-60 mo. Lang IIIB)
2. Produces sounds to represent an object. (36-48 mo. Cog. IVA)
3. Carries out two simple releated commands given at once. (30-36 mo. Lang IA)
4. Participates in large group activities. (SE I)
5. Imitates sounds. (6-12 mo. Lang IA)

Materials: Book: Too Much Noise by Ann McGovern (Scholastic Paperback)

Costumes: Peter: beard, hat, glasses, big boots,
*Wiseman or wise woman: books, table, wizard hat, wig

Props: flour, small bed, couch or pillow, tea pot, tree branches or shrubs for house sounds

For animal sounds: role cards, pictures(either drawn or pasted on) of animals that appear in story. Cards can be hung around child's neck or taped to chest

Miscellaneous chairs and furniture

Procedure:

1. Gather children in group on floor and read story, focusing on identifying and imitating sounds.

2. Repeat group reading until children become familiar with story.

3. Establish layout of stage: set-up Peter's house, Wiseman's desk, barn for animals, and an area for audience.

4. Cast children in roles. Small groups of 2-4 children can act out house sounds using props, e.g. one group can jump up and down on bed going "creak, creak creak."

-pass out role cards
-introduce play and players
-narrate story, prompting players when necessary
-applause and credits to the actors

Variations:

This story makes an interesting felt board story as well. Children learn the story as a large group and are able to participate by placing felt pieces of animals, people, and objects onto felt board in proper sequence.

From this activity it is easy to organize the children and develop a dramatic presentation according to the procedures outlined above.

* For nonsexist language, change McGovern's "Wiseman to a Sage, an Elder, or a Mayor.

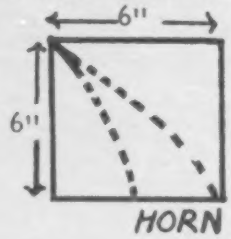
#19

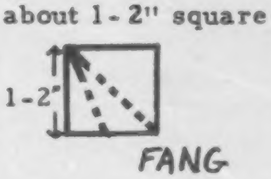
Area: DRAMATIC ARTS - "The Three Billy Goats Gruff," Part I
Making Costumes
No. of children: 5-7

Objectives:

1. Cuts on straight line with scissors. (48-60 mo. FM II)
2. Fringes card with scissors along dotted line. (36-48 mo. FM II)
3. Follows 2-step directions. (30-36 mo. Lang. IA)
4. Enjoys stories read from picture books. (24-29 mo. Lang. IB)
5. Follows single directions. (24 mo. Lang IA)

Materials: Book-"Three Billy Goats Gruff"; cotton or gauze or cut up wig; scissors; tape*; crayons or felt pens; whole wig; stiff paper or 3x5 cards dotted as follows:





Procedure:

1. Gather children in story-telling area. Read story (see Dramatic Arts -- Reading the Story), focusing on plot, dialogue, and description of goats and troll.

2. Ask children if they want to be a goat or a troll to act out the story. Move to table where materials have been laid out.

3. Demonstrate how to make costumes (with help from child).

Goat: Horns are cut with scissors along dotted line and taped to child's forehead. (Or stapled to headband.) Beard and short tail shaped from cotton, gauze, or wig and taped to child's chin and bottom.

Troll: Fangs -- cut along diagonal line and tape to cheeks. Claws & teeth -- fringe along dotted line, tape to back of hands or upper lip. Long hair -- wig.

*Suggestion: Since much tape will be needed, cut strips of tape, roll back into circle, and stick to tray or wax paper for easy peeling.

Area: DRAMATIC ARTS - "The Three Billy Goats Gruff," Part II
The Play Itself.

No. of children: 5-7

Objectives:

1. Cooperative play -- goal-directed dramatization.
2. Knowledge of social rules of conduct. (30-36 mo. Cog. II)
3. Participates in story telling (with words and phrases). (30-36 mo. Lang. IIC)
4. Takes turns. (SE IV)

Materials: Book- "Three Billy Goats Gruff"; costumes; table and two chairs.

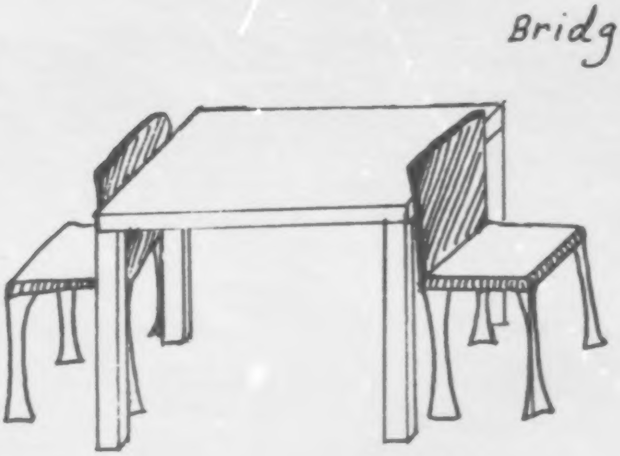
Procedure:

1. Gather children in group on the floor. Read story again, emphasizing dialogue and sequence of appearances of little, middle-sized, and big Billy Goats.

2. Establish layout of stage and build bridge using a table with a chair placed at each end. Allow children to select their favorite role. Direct to proper place on stage.

3. Introduce play and players. Narrate the story, prompting the actors when necessary. Applause!!!!

4. Repeat the play, allowing children to switch roles.



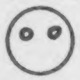
# 21

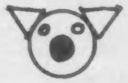
Area: DRAMATIC ARTS - "Three Little Pigs" **No. of children:** 6-8
Part I: Costumes

Objectives:

1. Cut along straight lines and curved lines. (FM II 48-72 mo)
2. Be able to paste or glue. (FM II 48-60 mo)
3. Identify triangles and circles. (Cog. I 36-48 mo)
4. Identify facial parts. (Lang IA 24-30 mo)

Materials:

Book, "The Three Little Pigs" (try Paul Galdone's Scholastic Paperback)
Strips of paper, $1\frac{1}{2}$ - 2" wide x 20 - 24" long;
Pig faces precut from sturdy paper with holes for eyes  , ear △.
and ● nose shapes (some dotted on paper, others precut by teacher).
Paste; stapler and staples; felt pens or crayons; pipe cleaners.



Procedure:

1. (Often story is special event.) Gather children around table. Review story; focus on description of characters. "Do people look like pigs?" Pass out materials.

2. Demonstrate procedures necessary to create masks using one of younger children as a model. Let children make masks:

a. Cut out nose and ears with scissors. Children who are not yet able to cut with scissors can paste on pre-cut shapes.
b. Paste ears and nose in place.
c. Draw in mouth (happy, sad, scared), hair, and other details.

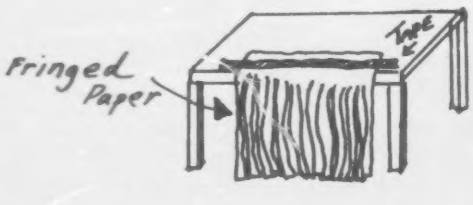
Teacher staples finished mask to headband. Headbands are made from long strips of paper wrapped around child's head and stapled to fit.

3. Demonstrate the way to make a pig's tail from pipe cleaner by wrapping pipe cleaner around felt pen or crayons to give it a cork screw effect. Then tail can be attached to belt, pants loop, or button hole. (Tape may be necessary.)

Variations:

Parts cut out for other animals, other plays. Use headbands with ears, horns, etc. instead of masks. Visibility and wearability are better.

Make scenery too -- same general procedures, e.g. squares of paper (large), glue on "hay" (grass or other improvised, imaginary "bricks" or "sticks"). Tape onto table to hang down for the house.



Area: DRAMATIC ARTS - "Three Little Pigs" No. of children: 6-8
Part II: Play Acting

Objectives:

1. Acts out story. (Lang IIIB, 60-72 mo)
2. Participates in storytelling (with words and phrases). (Lang IIC 30-36 mo)
3. Role play involving specific situations. (Cog. IVA)
4. Manipulates blocks and building materials.
5. Onlooker behavior - child watches play and joins in for a few minutes. (SE VI)

Materials: Book, "The Three Little Pigs";
Props: straw (or a reasonable facsimile); sticks (branches or rhythm sticks); bricks (wooden, plastic, or styrofoam blocks); moveable tables and chairs; large blocks. Prepared pig and wolf costumes.

Procedure:

1. Gather kids on floor wearing pig costumes. Review story, describe action and repeat dialogue as a group.

Establish layout of the stage -- areas for straw, stick, and brick houses and forest hideout for wolves.

2. Move materials to building sites. Children select their roles and build houses. Brick house should be constructed from a sturdy table that will hold the wolves when they attempt to climb down the chimney. Straw and stick houses should be flimsy and easy to knock down without causing injury to any of the children inside. Large cardboard boxes work well.

3. When houses are finished, piggies hide inside while wolves wait in their forest hideout.

Introduce play and players.

4. Narrate story, beginning with emergence of hungry wolves from forest and their discovery of the piggies' straw house.

Applause and cheers for all the participants.

5. Rebuild houses and repeat play.

NB: Allow several children to be wolves or to be pig in brick house if that's what they want to be. Be flexible.

Extension: As performers become familiar with the play and story, expand the cast and plot to include the Mother (or Father) Pig and the straw, stick, and brick sellers.

Area: DRAMATIC ARTS - Play Acting "Jack and the Beanstalk"

No. of children: 6-8

Objectives:

1. Acts out stories. (Lang. IIIB 60-72 mo)
2. Appropriately sequences and relates stories. (Lang IIB 48-60 mo)
3. Participates in storytelling (with words or phrases). (Lang IIC 30-36 mo)
4. Non-verbal interaction with other children in the play. (Cog. IVA)

Materials: Book, "Jack and the Beanstalk";
Costumes: playhouse clothes for Jack, Mom, Giant, Old Man;
Green paper leaves and tape for the beanstalk;
Yellow paper feather and tape for the golden goose;
Paper horns for the cow;
Props: beans or tokens; golden eggs (painted rocks or rocks wrapped in yellow paper); table or platform for Giant's castle.

Procedure:

1. Gather children on floor. Read story; talk about plot and characters. The roles of the cow, goose, and the Giant require lower levels of participation and serve as a means of integrating shy children or those with speech problems.

2. Allow children to select roles and establish layout of stage -- Jack's home, Giant's castle, beanstalk, old man, cow. Distribute costumes and props.

3. Introduce play and players, Narrate the story.

   Suggestions: Ask Jack to count the number (3-5) of magic beans that the old man gives him.
   Initially the beanstalk is a seed, curled up on the floor, but grows big and tall during the night.

   Applause and praise to all the players.

4. Review dialogue and action and allow performers to try new roles.

5. Repeat play.

Area: DRAMATIC ARTS - "Where the Wild Things Are", Part I
Reading the Story

No. of children: 4-8

Objectives:

1. Appropriately sequences and relates story. (48-60 mos. Lang. IIB)
2. Gives use of an object. (30-36 mo. Cog. I)
3. Looks at and enjoys pictures in books. Listens to story. (24-29 mo. Lang.IB)
4. Identifies objects and actions in story. (24-28 mo. Lang IB)
5. Imitates simple gestures and actions. (18 mo. Lang. IB)

Materials: Book, Where the Wild Things Are, (Scholastic Press, paper; Harper and Row, hard cover) by Maurice Sendak

Procedure:

1. Gather children in a comfortable story-reading area with pillows, sofa, or rug (to sit on & define area). Introduce story -- "Who's heard this story before? Did you like it? What is your favorite character or part?" Read story, making sure the kids are settled in their places and can see pictures without straining.

2. As teacher reads, ask children to point to various items and objects in the story. Show the picture and ask children to describe the actions. Ask them to imitate gestures or actions of characters in story, e.g. "Be a wild thing. Roll your eyes, gnash your teeth, show your claws."

3. As children become familiar with story, ask them if they know what will happen next and why this or that character did what it did. (Why Max's mother sent him to his room? What happened when Max arrived at the land of the Wild Things?)

4. Introduce idea of acting out a story. "Which character do you want to be? What does he look like? What scenery do we need?" Make a group decision on what you will do next to prepare for presentation of the play.

Area: DRAMATIC ARTS - "Where the Wild Things Are," Part II
Preparation - Scenery
No. of children: 4-8

Objectives:

1. Cuts on curved line with scissors. (60-72 mo. FM II)
2. Accepts others' ideas and directions for play. (SE IV)
3. Cuts on straight line with scissors. (48-60 mo. FM II)
4. Can paste and glue. (48-60 mo. FM II)
5. Scrubs paper with color. (24-29 mo. FM III)

Materials: Book, Where the Wild Things Are; large cardboard or heavy paper sheets (stove & refrigerator boxes work well); paint and brushes; magazine pictures of wild animals; scissors; paste or glue.

Procedure:

1. This activity follows the story-reading and parts-practicing lesson. Read story again with focus on setting: jungle trees, bushes, moon, stars, etc. Explain that the next step in the play production will be making the jungle scenery.

2. Gather children around a table and distribute the materials. Tacking the cardboard to the wall or an easel facilitates painting. Keep the book available for reference.

3. Discuss activities and divide jobs: some children can paint scenery while the rest of the group can cut and glue animals onto the cardboard. Encourage discussion of the story; refer to the book for ideas or clarification.

Variation:

Scenery can be made as costumes. Kids can be trees, moon, stars, etc. by hanging "scenery" around neck with string. Jungle grows, moon rises, ocean (child with blue scarf or cape) could "tumble by."

Area: DRAMATIC ARTS -"Where the Wild Things Are," Part III
Making Masks

No. of children: 4-8

Objectives:

1. Draw facial features. (60-72 mo. FM III)
2. Can glue and paste. (48-60 mo. FM II)
3. Holds large crayon with fingers. (18-21 mo. FM I)
4. Marks on paper. (12 mo. FM III)

Materials: Book, Where the Wild Things Are: paper bags (large enough to fit over child's head and with large, pre-cut eye holes); collage materials such as macaroni, yarn, toothpicks, paper scraps, long strips of paper, etc.; paste; scissors; felt pens or crayons.

Procedure:

Gather children around table and review story, taking a close look at the pictures of Max and the wild things.

1. Distribute materials, one bag per child. Have the children complete their masks using the various materials. Discuss progress, pointing out individual efforts to rest of group.

2. Adjust mask to child's eye level by cutting slits in shoulders of bag.

3. As children complete their costumes, encourage them to look in a mirror to see if they really look like wild things. Expect lots of roaring and some wear and tear on costumes as kids get into their roles.

Area: DRAMATIC ARTS - "Where the Wild Things Are," Part IV
The Play Itself!

No. of children: 4-8

Objectives:

1. Cooperative play that is goal-directed toward a dramatization. (SE IV)
2. Acts out story. (60-72 mo. Lang. IIIB)
3. Demonstrates meaning of words by pantomime. (48-60 mo. Lang. IIIB)
4. Demonstrates simple action words. (24-30 mo. Lang. IIIB)
5. On-looker behavior: child watches play and joins in for a few minutes. (SE VI)

Materials: The children-made masks; jungle scenery; boat (3-4 chairs in a line); bowl; dress-up clothes for Max's mother; Max's bed.

Procedure:

1. Gather children in a circle on the floor. Establish lay-out of stage: Max's room, boat and ocean, jungle home of wild things; audience seating.

2. Children select their roles and are directed to the proper place on stage. If necessary, teacher can assume role in order to complete the casting.

3. Introduce the play and players with applause and much fanfare. Action begins as teacher narrates story. Teacher prompts players, establishing flow of the play.

4. At end of play, again much applause and fanfare. Praise each child for his/her contribution.

5. Do the dramatization again allowing kids to switch roles.

Variations:

1. Plan a group presentation of play for parents or another class. Talk over preparations -- "Should we send invitations? Serve popcorn and juice?" etc.

2. Allow more than one Max or mother or dog: choral Max.

3. Allow some children to be the audience, assisting the narrator.

4. Do the whole sequence with other favorite books.

MOVEMENT

The movement activities fall into three general areas:

1. Games which concentrate on the development of large muscles and body integration. Pay close attention to the directions if you want to meet the stated objectives. By closely observing the children's movements, you should get a pretty good picture of where they are in motor development.

2. Games which are more creative in nature and aim the kids into experimentation with movement and self-expression. We hope the guidelines will help teachers provide a degree of structure which encourages spontaneity and yet prevents chaos.

3. Games which provide chances to practice cognitive as well as motor skills in a high-interest format. Children who tend to avoid table projects could thus be involved in needed cognitive drill. In most of these games, different content can be substituted according to the needs of your group.

You will find several traditional games which we have adapted for use with preschoolers. We have tried to eliminate competitive elements in order to foster skills development in children of different ages and abilities.

Consider further adaptations as you try activities:

> Some children thrive on responsibility: as the games become familiar, some kids will be able to take on "teacher" roles, freeing you to help individuals who need attention.
>
> Music, recorded or played by teacher or kids, seldom fails to enhance an activity and usually helps set the pace and provide structure.
>
> A fantasy or theme in which the group is currently interested adds the potential for emotional expression and group focus.

At our larger center, we are now lucky enough to have a gym; however most of these games can easily be done inside or out provided there's a flat area at least 15 feet square.

Movement
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Area: MOVEMENT - "Musical Chairs" (Non-Competitive games)

No. of children: small/large grp.

An old standard which lends itself to infinite variations.

Objectives:

1. Walks forward and backward, heel-toe. (56 mo. GMI)
2. Walks on tip-toe. (30 mo. GM I)
3. Plays musical instrument.
4. Listens to musical instruments and record player. (36 mo. Lang IA)
5. Walks on line in general direction. (24 mo. GMI)

Materials: Large open space; chairs; tape recorder or record player with cheerful music (or a piano could be used if convenient); miscellaneous musical instruments.

Procedure:

1. Arrange the chairs in a large circle with the backs facing inward. Begin by having the same number of chairs as children.

2. Play the music and explain that they are to walk around the circle of chairs and when the music stops, they are to sit down on the nearest chair.

3. Proceed in this fashion several times, allowing them to all sit down.

4. Make the game more interesting by eliminating one chair at a time. Have the children who do not get a chair form a band with musical instruments. The children who are in the band should stop and start their music in accordance with the recorded music.

5. The teacher stops and starts the music and the children can eliminate the chairs and form a new circle.

Variations:

1. Have the children walk around with the instruments and when they are eliminated they can continue playing instruments.

2. Have them walk on tip-toe, run, jump, walk backwards, as they are going around the circle.

3. See MATH - "More Squares, Musical Chairs."

#2

Area: MOVEMENT: "Space Ship" No. of children: 8-10

Aside from being an activity that kids won't want to stop, this game allows for both fantasy exploration and good solid exercise. A chance also to see where kids are in motor development.

Objectives:

1. Jumps from height of 12" landing on toes only. (60-72 mo. GM IVA)
2. Jumps off platform landing on two feet. (36 mo. GM IVA)
3. Imitates rolling, crawling -- role playing. (Cog. IVA)

Materials:

"Space Ship" -- indoor climber covered with sheets or other improvised enclosure; gym mats or rug; obstacles such as tunnel, tires, or boxes; record of electronic music or other "space travel" sounding music.

Procedure:

Everyone gathers in the space ship. "We are going on an adventure to many different planets. Each planet is different so we have to do different things on each one." Any degree of suspense can be created -- unknown dangers are suspected. While children wait in the ship, teacher arranges a surprise planet environment.

PLANETS

1. The "Rolling Planet." Place mats all over the floor and children roll out of ship and across mats. Then they return to the ship.

2. "Crawling Planet." Put out obstacles for children to crawl through and around. Look for contra-lateral arm and leg movements, i.e. bringing opposite arm and leg forward at the same time. Demonstrate this movement while leading children through the planet and back to the ship.

3. "Swimming Planet." All swim across floor on stomachs, using arm and leg movements.

4. "Jumping Planet." Place a platform to jump off of at the door of the space ship. Younger children will land on one foot before bringing the other foot down. Landing on both feet simultaneously is a later development. Encourage children to bend knees as they land.

Any movements can be included --- fast, slow, spinning, hopping, etc. Sounds can also be incorporated with movement. Ask the children what kind of planet they wish to visit and use their ideas.

After each trip out of the space ship and onto the "planet," the children all return to the space ship. This gives them a centering place so the transitions are smooth. The children can buckle in and blast off each time the voyage to a new planet begins, counting "10, 9, 8, 7, ... Blast Off!"

#3

Area: MOVEMENT - Motor Planning/Body Integration
"Pass the Ball" No. of children: 4-8 or large group

This might be fun as a fairly brief large group activity -- repeat often.

Objectives:

1. Imitates body movements. (Motor planning). (30-48 mo. GM IX)
2. Follows directions in a group game. (24-36 mo. Lang. IA)
3. Grasps and releases large ball. (18-23 mo. GM VII A)
4. Bilateral coordination.

Materials: Large ball or small pillow

Procedures:

1. Have the children sit in a circle facing the circle's center. Tell them that they are going to play a game with a ball. The ball will be passed around the circle, each child handing it, with both hands, to the next child. The object of the game is to hand the ball over in the same way it was received.

2. Have the children turn around to face away from the center of the circle and pass the ball around with two hands.

3. Have the children alternate, one child facing in, one child facing out, and have them pass the ball using two hands.

4. Have them sit in a single file circle facing the back of child in front and have them pass the ball over their heads. Then have them stand up and pass the ball between their legs using two hands.

5. If silliness or tossing the ball becomes popular, try using different objects: pillow, block, etc.

Variations:

1. Have more than one object being passed in the circle simultaneously!

2. Pretend the ball is very hot...pass quickly. Pretend the ball is very heavy, etc.

#4

Area: MOVEMENT - Non-Competitive Games "Pre-Relay Races" No. of children: 10 or fewer

Most children love to run, but they are discouraged if their only reward is to win and they are not able to. Even children who are intimidated by their first few days at school find themselves joining in. This is a good activity for acquainting kids with peers and with outdoor and indoor space of the school.

Objectives:

1. Runs with control over speed and change of direction. (48-60 mo. GM II)
2. Is able to take turns and verbally recalls rules and procedures of group. (SE IV, V)
3. Runs freely with both feet off ground simultaneously. (24-36 mo. GM II)
4. Discriminates prepositions, "on, in, under." (30-48 mo. Lang. IIID)
5. Places or retrieves object from small box. (12-18 mo. FM II)

Materials: Large open space with delineated place to line up; 3 or 4 empty boxes; small blocks or objects (beanbags).

Procedure:

1. Place 3 or 4 empty boxes at the end of the running area.

2. Have children line up into 3 or 4 short lines. Give the first runners each a block or beanbag.

3. Count, "On your mark. Get set. Go!" The first group of runners should run to the boxes, put the object inside (under, behind, on top of) the boxes, and run back. They are all winners if they make it back.

4. The second group of runners retrieves the objects from the boxes. They then hand their objects to the next ones in line, who in turn run to the box and place the objects back in the boxes.

Variation:

1. Kids can run with musical instruments and play them as they go.

Area: MOVEMENT - "Shape Walk" No. of children: small group

A very structured activity with lots of movement to help kids get a "body feeling" for shapes.

Objectives:

1. Runs with control over speed and change of directions. (48-60 mo. GM II)
2. Walks forwards and backwards, heel to toe. (54 mo. GM I)
3. Able to show understanding of "in/out," "over/under," "in front of/in back of," concretely with own body. (36-48 mo. Cog. IIID)
4. Walks on a line, general direction. (24 mo. GM I)

Materials: Large geometric shapes drawn on floor with tape or chalk.

Procedure:

1. As children enter room, have each child choose a shape to stand inside of. Explain to them that they are going to dance -- a shape dance. Tell them they are to follow your directions.

2. Have children listen and follow only verbal directions.

    1. Walk slowly around shape on the lines.
    2. Walk fast around shape on the lines.
    3. Run around shape on lines.
    4. Hop around shape.
    5. Walk sideways along lines of shape.
    6. Walk backwards on lines of shape.
    7. Walk around inside of shape.
    8. Walk around outside of shape.
    9. Sit in shape.
    10. Fill entire space with body.
    11. Put hands inside shape and feet outside.
    12. Put one hand inside shape, one hand outside, with both feet inside shape.
    13. Head inside, feet outside.

Have younger children imitate your body movements, or those of a child leader, rather than follow your verbal directions.

3. Have each child copy her shape with her body, e.g. make a circle by holding her feet while lying on the floor. Other children can help by moving her into position or adding their own bodies to help complete the shape.

4. These activities should be done before child is expected to draw shapes. These activities are also good for body in space concepts.

#6

Area: MOVEMENT-Motor Planning No. of children: 4-6

Basic movement. Jazz it up with fantasy.

Objectives:

1. Crawls backwards, forwards, sideways.
2. Crawls with control over speed and change of direction. (GM II)
3. Able to participate in an imitative role play. (Cog. IVA)
4. Imitates body movements. (30-48 mo. GM IX)

Materials: Rope

Procedure:

1. Have children take off their shoes and get down on all fours. Ask them to crawl forward slowly. "We're elephants. We walk so slowly." (If a child is having difficulty with balance, have him lie on stomach and move like a snake or alligator.) Have them move fast. "Now we're foxes. We move very fast."..."Now we're crabs moving sideways."

2. Lay a rope on the floor or draw a curved line. Have children crawl along it with rope between right and left sides. If a rope is used, someone can jiggle it so it moves like a snake. Kids try to avoid touching it as they crawl over it.

3. Have children kneel on ground. Tell them to move forward by sliding knee forward and swinging arm forward. Tell them to move faster. What is happening to their arms? Have them move without swinging their arms. "Do your arms help in walking on your knees?"

4. Have children crawl with the teacher, following his example of using parallel movement, i.e. using same arm and leg. This requires motor planning by the children.

Variations:

1. Have a crawling race. Enlarge content to include a whole range of crawling movements through a story about animals, e.g. "Where the Wild Things Are," "Three Billy Goats Gruff."

#7

Area: MOVEMENT - "Directions in Space" No. of children: 8-10

Very straightforward. With musical accompaniment, can have the flavor of square-dancing.

Objectives:

1. Able to show understanding of "in/out," "in front of/in back off," etc. concretely with own body. (36-48 mo. Cog. IIID)
2. Discriminates prepositions, "in, on, under, off, above." (30-48 mo. Lang.IA)
3. Understands and follows single directions. (24 mo. Lang. IA)

Materials:

Open space area; board; small table; music (optional)

Procedure:

1. Have children line up on one side of open area facing opposite wall. Ask them, "Where is front? Where is behind?"

2. Give them commands regarding directions in space. "All move forward. All move backwards. Who can go over the board?" Call out children's names and have them do it one at a time or in groups of 2 or 3.

3. Set up table. "Who can go under the table and over the board? Over the board and under the table? Let's go around the table."

Variations:

There are infinite possibilities with this activity.

1. Little/big: 'Squat and be little going around the table. Stand up tall (big) and go around table."

2. Group follows a sequence of directions, e.g. "All move forward, then bend your knees and all move backwards."

Area: MOVEMENT - "Low-down Animal Movements"

No. of children: 4-6

A good chance to check for possible problem areas.

Objectives:

1. Able to imitate body movements. (30-48 mo. GM IX)
2. Able to follow verbal directions involving body movements. (24-36 mo. Lang IA)
3. Able to take part in an imitative group role-playing situation. (CogIVA)
4. Strengthening spine and neck.

Materials: Large tumbling-type mats or carpeted area.

Procedure:

1. Have the children take off their shoes and lie down on their backs. First ask them to wiggle their toes. If they can't do it, you wiggle them for them. Tell them to look at their wiggling toes and keep looking to the count of 5.

2. Put a box on one side of the room and a ball on the other (or any other convenient objects). "Turn your head and look at the ball. Is your ear touching the ground? Can you hear noises on the floor? Is the floor hot or cold? Can you ear feel it?"

Have children turn their heads to look at the box. Ask the same questions.

3. While keeping their arms at their sides, have children roll over on their stomachs and then over on their backs. Have them continue rolling in same position across the room and then roll back to their starting positions.

4. Next have children lie on their stomachs. Tell them they are to move like snakes sliding through the jungle. Have them put their arms at their sides and push forward with the balls of their feet. As snakes, they should periodically lift heads and chests off floor and hold to count of 5.

5. Next have children pretend they are alligators crawling on the ground, sliding on their stomachs and using arms and legs to propel themselves. Each child should reach forward with right arm and flex right leg with head turned to right, pushing with foot and pulling with hand. Repeat with left side, alternating sides as child moves along ground.

Area: MOVEMENT: Body Integration
"Scooter Boards"

No. of children: small group

A painless way to get important practice in basic body coordination.

Objectives:

1. Able to imitate body movements. (30-48 mo. GM IX)
2. Able to maintain balance when moving on scooter board.
3. Able to propel self while on scooter board.
4. Able to re-establish balance when falls or is pushed. (15 mo. GM III)
5. Bilateral coordination.

Materials: Scooter boards*; large area; objects to simulate canoe paddles such as brooms or toilet plungers.

Procedure:

1. Have children lie on stomachs on scooter boards. Limit number in group to number of scooter boards. Encourage the children to hold their heads up and keep feet off floor.

2. Have child spin herself around by pushing on floor with hands, alternating right and left. For a younger child it may be necessary to spin the child and have her balance herself on board. Turn board only as fast as child desires.

3. The children can pretend they're lying on surf boards on their stomachs, paddling to catch a wave. They simulate paddling by extending the arms forward and passing hand along both sides of body simultaneously (i.e. breast stroke). Have young children stretch arms forward and place on ground. You then push gently as children imitate activity.

4. As each child sits or kneels on scooter board, give him a broom or plunger to be used as a paddle so he can paddle himself around the room. Make sure he puts both hands on paddle when pushing from side to side. Have the child also push or pull himself with the paddle. (Have children use hands alternately as much as possible in all these exercises.)

5. Let the children try scooting while lying on their backs on boards, pushing first with both feet simultaneously, then with alternating feet.

* Scooter boards can be made easily. Purchase 4 good free-turning casters. Screw them to the bottom of a board (17"x13"x1"). Then tack a piece of shag rug, a remnant, over the top side. A piece of carpet 21" x 17" is ample.

#10

Area: MOVEMENT - Body Integration: "Ride A Box"   **No. of children**: 4-8

Try adapting this activity to use boxes on the slide in the playground.

Objectives:

1. Maintains balance while moving on scooter board.
2. Able to knock down with both hands objects which are along path of movement.
3. Able to re-establish balance when falls or is pushed. (15 mo. GM III)

Materials:

Scooter board (Scooter boards are not hard to make. Take a 15x17" piece of 3/4" plywood, put 4 revolving casters on one side and pad the other side with a carpet scrap.)*; cardboard box; incline ramp 1-2' high at one end; bowling pins; inner tubes or hoops; bean bags, nerf balls, etc.

Procedure:

1. If possible, have two teachers supervising two ramps with 3-4 children using each ramp. With one teacher, one ramp, and 5 kids maximum.

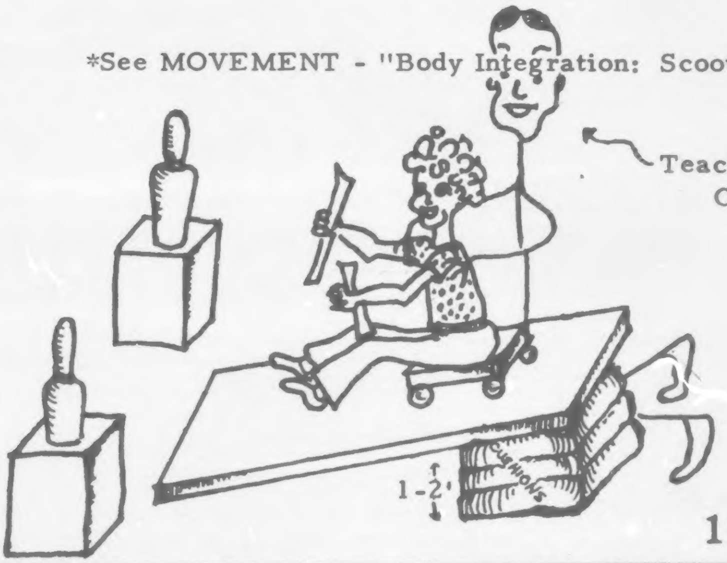
2. Children take turns riding down ramp on scooter board. Teacher holds scooter board securely as children climb on and get bodies centered. They can sit cross-legged, kneel, or lie on belly with knees bent and head up.

3. After becoming accustomed to riding on the scooter board, each child can hold a large ball or cardboard tube in both hands and try to knock down bowling pins set up along line of movement on both sides of ramp. Vary the challenge: Grab one or more pins on the way down; throw a beanbag through hoop or into box; try to throw 2 beanbags (1 per hand) into 2 boxes on either side of ramp; 4 or 5 pins could be staggered along the path of the scooter board. Let kids choose the challenges they want.

4. Children waiting for turns can assume other roles: a) retrieving balls, b) setting up pins, hoops, boxes according to the next rider's directions, c) helping friends climb onto boards.

5. Children with less balance skill can use cardboard boxes as scooters on ramps 3-4' high. Kids could try riding two to a box in this arrangement.

*See MOVEMENT - "Body Integration: Scooter Boards"



Area: MOVEMENT - Non-Competitive Games **No. of children:** 6-10

"Running Game"

The race is not to the swift, nor the battle to the strong. The joy of running is for everyone.

Objectives:

1. Runs with control over speed and change of direction. (48-60 mo. GM II)
2. Counts to 10 (while resting).
3. Runs freely, both feet off ground simultaneously. (24-36 mo. GM II)
4. Enjoys running and participating in group game.

Materials: Large, open space.

Procedure:

1. Have children line up against a fence, side of a building, or any barrier. Talk about how they are forming a long, straight line.

2. Teacher counts, "On you mark. Get set. Go!" The teacher runs with the group the first time so that the running course is well defined.

3. Whoever makes it back is a winner.

4. Have rest periods between runs. They can take a rest by looking up at the trees or clouds and counting up to a certain number, smelling a flower, breathing deeply, or listening to traffic drive by.

Variation:

1. Set up course so it is a wide circle (around trees, climbers, and sand boxes) and have children run laps, resting while others run.

#12

Area: MOVEMENT - "Freeze Game" **No. of children:** open

This old favorite lends itself to variations and can be simple or elaborate, structured or freeflow as the mood of the day indicates.

Objectives:

1. Runs with control over speed and change of direction. (48-60 mo. GMII)
2. Recalls and acts out designated "statue" position.
3. Stands on one foot (or one position), 4-8 seconds. (36-48 mo. GMIII)
4. Makes rhythmical responses: bending knees, swaying, singing. (24-29 mo. Lang. IIIB)

Materials: Tambourine or drum for directing the game.

Procedure:

1. The tambourine or drum (or hands clapping, etc.) indicates when the children are to move around. When the teacher stops playing, clapping, etc. and shouts, "Freeze!" the children stop motionless in their tracks.

2. When the tambourine begins again, the children move and dance about freely again.

3. Within this basic structure the variations are infinite. Designate the way to move -- walk, hop, run, skip, jump, etc. Tell children to freeze as specific statues (a dog, a tree, a lion), or in a frozen pantomime (a person brushing teeth, someone driving a car, someone putting out a fire, someone throwing a ball), or in a variety of emotions (sad, happy, angry, laughing, tired). Take suggestions from the kids.

4. Have the "freezers" alternately play the tambourine and be teacher.

Area: MOVEMENT - "Towel Relay" No. of children: small group

Not a competitive relay race. Relay format provides a nice structure within which the kids can experiment with different ways of moving.

Objectives:

1. Runs with control over speed and direction. (48-60 mo. GMII)
2. Knows 4-5 body parts. (24-30 mo. Lang. IA)
3. Carries objects. (18-23 mo. GM III)
4. Bends to pick up something without falling. (15 mo. GM III)

Materials: Paper towels; floor mats

Procedure:

1. Ask children to stand in a line facing the opposite wall. They should be far enough apart so that when they all run to the other side of the room, they will not collide. If possible, put mats down on the floor at the opposite wall. Place as many paper towels on the mats as there are children plus a few extras.

2. Ask the children to hold hands, spread out in a line, and then drop hands. Explain that on "Go" they run to the other wall, pick up a towel with their (body part , (hands, mouth, toes, legs, arms, etc.) and run back. Teacher or child leader counts 1-2-3- GO!

3. When they all return, give them the direction to run to the mat, pu the towel down and run back.

4. Children/teacher choose: a new body part to pick up the towels with, or a new way to move. (Suggest running backwards, bunny jumps, galloping, etc.)

Variation:

1. Children and teacher might develop a story which incorporates the above activities, e.g. rabbits leave holes and toil through deep snow, tiptoe past fox, etc., grab "food" in front paws, and hop back to hole. Children may supply more suggestions once they're involved in the story.

Area: MOVEMENT - "Mirror Game"   No. of children: open

Not easy to pull off with little kids but neat once they get the idea.

Objectives:

1. Takes turns. (SE IV)
2. Accepts other ideas and directions for play. (SE IV)
3. Imitates simple actions or gestures. (30-48 mo. GM IX)

Materials:

Full length mirror (Not necessary, but really good to get across concept of mirroring someone's actions.)

Procedure:

1. Teacher stands before mirror and shows children how mirror does whatever he does. Children experiment with mirror.

2. Teacher then asks children to be his mirror and do whatever he does.

3. A child is chosen and the rest of the group (including teacher) mirrors the movement of the child. Children take turns leading. Some possibilites: moving each part of body in isolation; make different animal movements; simple activities such as eating, dressing, washing; facial/emotional expressions.

Variations:

1. Children pair up and take turns being the mirror.

2. For younger children, a Simon-Says type game might be a lead-in for mirroring. When playing Simon-Says with young children we recommend that imitation be the objective rather than listening. In other words, Simon should always say the activity. Eliminate the trickery of "Oh Simon didn't say it. How many didn't do it?"

Area: MOVEMENT - "Follow the Leader" No. of children: 8-10

An old standard -- open-ended and versatile.

Objectives:

1. Carries out two simple, related commands at once. (30-36 mo. Lang. IA)
2. Follows directions. (24-30 mo. Lang.)
3. Walking, running, hopping, jumping, balancing (1, 2, 3). (24-60 mo. GM I, III, IV, A, B, C)
4. Body imitation, follows visual cues. (Cog. IVA)

Materials: Recorded music if possible.

Procedure:

1. In a large space, have children form a line in back of teacher. Lead children around the room, weaving different patterns, verbally directing while walking-- in a circle, diagonally, in a square, in a figure 8, etc.

2. While walking, call out various ways to move. Demonstrate and have the children imitate, following behind you, e.g. walk with arms up over head, walk in tiny bird steps, walk in giant elephant steps, on tiptoe, down low like going under something, hop on one, then two feet, walk on heels, walk with stiff legs, walk with bent legs like wobbly jelly, walk backwards, then forwards, crawl on all 4's like an animal.

3. Teacher stands at side while verbally giving directions. One child is leader and others follow behind. The teacher might want to be one of the followers in order to help keep things flowing.

Variations:

1. Adapt with running, skipping.
2. Add a theme such as a jungle journey.
3. Use a rope for circular pattern. Put the rope over head, between legs, pretend to pull yourself up a mountain.

Area: MOVEMENT - "Machine Game" No. of children: sm. /lg group

Don't worry about trying to represent a "real" machine. The point of the activity is to give kids the feelings of mechanical (vs. organic) motion and group interaction sustained by rhythm and movement.

Objectives:

1. Demonstrates meaning of word by pantomime. (48-60 mo. Lang. IIIB)
2. Imitative role play. ("I'm a siren!") (Cog. IVA)
3. Non-verbal interaction with other children in play. (Cog. IVA)

Materials: Large area; a record of electronic music or other music with repetitive, punctuated rhythms help to inspire mechanical movements.

Procedure:

1. Explain to the children that they are going to make a machine using their bodies. The teacher demonstrates a mechanical motion and sound and asks a child to imitate him.

2. Insert another child into this machine sculpture, providing him with a new motion and sound so the kids get an idea of the variety of movements and sounds.

3. Ask if someone else would like to be part of the machine. The teacher should structure the first machine, helping the children place themselves in the machine and choose sounds and movements.

When tried in a movement session of mine, the kids decided to be a fire engine machine and had concrete images in mind. One child was the siren, another a wheel, another the hose, etc. All were eager to participate.

4. The children continue to perform their sounds and movements until the machine is complete. Ending the machine can happen by:
   a. the teacher simply calling these children back to the group;
   b. the machine self-destructing---exploding and blowing itself into oblivion;
   c. gradually grinding to a slow halt;
   d. a child playing the role of an "on/off" switch.

NOTE: Some ideas for individual machines are: robots, washing machines, pogo sticks, record players, TV's. Group machines could be cars, trucks, fire engines, steam shovels, train engine.

Area: MOVEMENT-"The Magic Wand" No. of children: 6-8/lg.

This project got rave reviews from the critics. Good rainy day activity with minimal preparation and cleanup.

Objectives:

1. Demonstrates meaning of words by pantomime. (48-60 mo. Lang. IIIB)
2. Imitates a 2-3 word sentence on cue. (18-24 mo. Lang IA)
3. Makes or imitates animal sounds. (12-18 mo. Lang. IA)
4. Imitation of body movements. (30-48 mo. GM IX - Dramatic Play)

Materials: Magic wand (a dowel covered with tin foil); magic hat (a pointed hat of some kind): other(optional) props--magic cape (piece of fabric with elastic to go around neck), magic fairy dust (talcum powder or glitter).

Procedure:

1. In a large area have children sit in a large circle. One child at a time plays the wizard. Have the wizard put on the magic hat, cape, and take the magic wand. Tell other children they must be whatever the wizard wants them to be.

2. The wizard waves the wand, says the magic words that the group has previously agreed upon (like abracadabra), and "I turn you into a . . . . (cow, bird, snake, etc.)." Other children respond by becoming what the wizard says, moving around space, making the animal sound, and movements. When the wizard says, "Stop," the children stop moving and another wizard is chosen. Teacher may need to help by offering suggestions to the wizard or asking questions to stimulate dramatization (how many legs does a lion have? What would a pig do if it saw a nice squooshy mud puddle?)

Variations:

1. Wizard can turn children into things besides animals---cars, trees, planes, rain, wind, popcorn popping, balloons.

2. Wizard could choose from a fairly wide selection of pictures and, after saying magic words, just hold up picture for group to "become."

Area: MOVEMENT-"Balloon Pop" No. of children: sm./lg

Structure to destruction and (maybe) back again. Group pressure, as it were, usually prompts everyone to go along with the idea.

Objectives:

1. Participates in group activity. (SE I)
2. Understands and follows single directions. (24 mo. Lang. IA)
3. Imitates sounds. (12-18 mo. Lang. IA)

Materials: None

Procedure:

1. This game should be done in a large, open space with plenty of room to move and fall.

2. Have all the children hold hands and form a circle. Discuss the action of a balloon stressing that the balloon gets bigger (expands) as we blow (volume of air increases). The balloon then bursts when it is stretched so far that it finally can't hold the air.

3. With the children still holding hands, have them move towards the center and huddle together. Show the children how to exhale like blowing a balloon while moving backwards and expanding the circle. When the tension on the hands becomes great, everyone falls down yelling BOOM!

4. This game can be used as a ploy for getting kids into a circle. Instead of popping, the balloon is tied off.

Variations:

1. Be popcorn kernels...get really small. Teacher pours oil on kids. Feel heat. POP! Jump up and down.

2. Be rubber bands...start small, then stretch, stretch, stretch. Break! The whole group in a circle acts as a single rubber band.

Area: MOVEMENT - "Streamers #1" No. of children: sm/lg. group

With scarves or streamers as extensions of their bodies, kids will get into expansive, imaginative movement. The tricky thing for the teacher to do is to encourage free movement without letting the project get too chaotic.

Objectives:

1. Demonstrates knowledge of left and right. (60-72 mo. Lang IIA)
2. Acts out stories. (60-72 mo. Lang IIIB)
3. Uses one object to represent many different objects. (48-60 mo. Cog. IVA)
4. Able to show understanding of "in/out." (36-48 mo. Cog. IIID)
5. Understands "one" -- take one streamer. (30-36 mo. Cog. IIIC)

Materials: Crepe paper streamers; large area; perhaps phonograph or tape recorder for mood music to fit feeling of activity, e.g. Peruvian pan-pipes.

Procedure:

1. Gain children's attention and have them stand facing you. For younger children, you might tell them they will each get a "magic pencil" to write on air with. Pencils and pens are used to write on paper, but "magic pencils" are used to write on air. Show how to make circles, lines, etc. with your streamer. Show each child the streamers and ask each to take "one."

2. Model and repeat, e.g. "Let's make big circles." Turn your back to them and model while saying, "Big circles with your right hand, now your left," etc.

3. Let the children experiment with movements. Let them discover little circles, slow and fast circles, back and forth lines, through the legs and catch with the other hand, over the head, etc.

#20

Area: MOVEMENT - "Simon Says" No. of children: sm/lg group

A good activity for getting kids' attention and getting them focused.

Objectives:

1. Listens to verbal cue and carries out action. (48 mo. Lang)
2. Carries out two simple commands given at once. (30-36 mo. Lang IA)
3. Understands and follows single directions. "Put the ______ on the ___________." (24 mo. Lang IA)
4. Imitates simple actions. (30-48 mo. GM IX)

Materials: Any open area

Procedure:

1. While the children learn the game, the teacher explains that children are to do what Simon Says each time. The teacher being Simon, begin with simple motions like, "Simon Says, Put your hands on your head (knees, feet, etc.)"

2. When they have gotten the idea, give them harder commands while demonstrating. 'Simon Says, Put your elbow on your knee."

3. Vary by not demonstrating and only giving verbal cues. The teacher could turn around from the group, say "Simon Says, ___________" and turn back around quickly to see if they have all gotten it right.

4. Children take turns being Simon.

NOTE: When playing Simon Says with young children we recommend that imitation and comprehension be the objectives. In other words, Simon should always say the activity. Eliminate the trickery of "Oh Simon didn't say it. How many didn't do it?"

5. With older children, vary by giving verbal directions while demonstrating an opposite movement, e.g. while rubbing your stomach, say, "Simon Says pat your head." Tell children to do what you say.

Area: MOVEMENT-"Take a Hat Game" No. of children: 6-8

The hat is simply a prop to focus attention on the performer and doesn't have to be appropriate to the role the child chooses.

Objectives:

1. Demonstrates meaning of word by pantomime. (48-60 mo. Lang. IIIB)
2. Is able to take turns. (SE IV)
3. Imitates 2-3 word sentence (song). (18-21 mo. Lang IA)
4. Listens to rhymes and jingles. (12-18 mo. Lang. IA)
5. Imitative role play. "I'm a cat." (Cog. IVA)

Materials: Cushions on floor (one per child); variety of hats (one per child); guitar, autoharp, or piano accompaniment, if possible.

Song A: Take a hat, any hat friends.
Take a hat, any hat you choose.
Take a hat, any hat
And dance around the room.

(Make up any tune that fits the words.)

Song B: Take a hat, any hat (child's name).
Take a hat, any hat you choose.
Take a hat, any hat
And we'll guess what are you.

Procedure:

1. Children sit on cushions in a circle with hats in the center.

2. Whole group sings and acts out Song A. When stanza ends, they go back to seats in circle and return hats to center.

3. Choose one child at a time to act out Song B. (Take a hat, dance around outside of circle, pantomiming animal or object) while group sings song and tries to guess what (s)he is acting out.

If the group has trouble guessing, dancer can offer hints, e.g. sound it starts with, noise it makes, etc.

Variations:

1. Large group: Kids take turns choosing pictures (of objects, animals, etc.) to act out for group to guess. Adapt song...make up appropriate chant to accompany the game.

Area: MOVEMENT - "Tug of War Improvisation" No. of children: 8-10

A variation on a traditional game aimed at tuning in to body awareness.

Objectives:

1. Describes actions and feeling while playing a game. (36-48 mo. Lang. IIIA)
2. Role play involving specific situations. (Cog. IVA) e.g. "tug of war"
3. Works well with other children. (SE IV)
4. Able to re-establish balance when pulled off center. (15 mo. GM III)

Materials: 4-5 pieces of rope at least 3 feet long each.

Procedure:

1. Pair the children off. In a large space, give each pair a rope and have them play tug of war. Tell the children to feel the rope and feel how their bodies move as they are pulling (hands, arms, legs, back). Describe to the children how they are moving their bodies.

2. Have the children put the real ropes down and pick up a pretend rope. Continue to play tug of war with the imaginary ropes. Remind them how it felt to pull the real rope and tell them to use as much energy as in the actual tug of war game. Continue to point out to children what their bodies are doing and feeling: their bodies are warm; their arms are tight and stiff; their hands are sore and sweaty.

Variations:

1. Divide the whole group in half to play tug of war. Use a long rope.

2. Throw or pass a real ball and then a pretend ball.

3. Move a heavy or light object from one side of room to other and then pretend the same actions.

#23

Area: MOVEMENT - "Mulberry Bush" No. of children: 4-6/large group

Very young children love the repetition in this activity. Good to use at the beginning of the year to help kids adjust to large group events.

Objectives:

1. Demonstrates meaning of word by pantomime. (48-60 mo. Lang. IIIB)
2. Uses a 2 or 3 word sentence (noun & verb). (30-36 mo. Lang. IIIA)(during suggestions)
3. Demonstrating simple action words like running, sleeping, washing. (24-30 mo. Lang. IIIB)

Materials: None

Procedure:

1. Have children stand in a circle. Tell them that they are going to sing a song and do what the words tell them to do. Sing the phrase of the song, "This is the way we run to school, run to school, run to school. This is the way we run to school, so early in the morning." The tune is the same as "Here we go around the mulberry bush." Children repeat phrases of the song and run, but remain in the circle. Repeat song using different verbs (e.g. sweep) and different locations and objects (e.g sweep the house, wash your face).

2. Next have each child suggest an action and object, e.g. we wash our hands. Sing the song through using each child's suggestion. For the younger child, give a choice of two actions, such as "Shall we run or shall we just walk to the store?" Child indicates preference by repeating noun-action-object she wishes to suggest.

3. For older children, silly suggestions can be made such as brushing your toes, or flying a turtle, or dressing a snake. Have children try to pantomime but make sure they realize that the phrase is silly....turtles can't fly!

Variation:

1. Substitute action words: Going around the circle, each child can substitute action words or objects. Teacher can demonstrate to get idea across. This is the way we walk-run-crawl-hop-jump to school.

#24

Area: MOVEMENT - "Monkey See, Monkey Do" -- but in sequence.
No. of children: 4-6

A show and do game in which everyone gets a turn in the spotlight.

Objectives:

1. Follows a sequence of motor acts when language is not used. (48-60 mo.
2. Accepts others' ideas and directions for play. (SE IV) Lang. IIB)
3. Performs gross motor activities demonstrated, e.g. hop, jump, walk. (30-48 mo. GM IX)

Materials: None

Procedure:

1. Have children sit in a circle on floor. Tell them that they each will have a chance to be the teacher and will take turns leading the group.

2. Choose the first child and have him / her stand in the center of the circle. Ask this child to do one action, e.g. fly like a bird, hop like a rabbit, etc. The group then imitates leader's action.

3. If children easily remember one action, have next child leader do two actions. Tell the group they must follow the leader exactly (do the actions in sequence).

4. Try to maintain the younger child's attention by focusing him visually on the child in the center and then "walking through" the activity with him, holding his hand.

5. Repeat procedure with three actions. Any actions will be appropriate as long as the child stays inside the circle of other children. Make sure the leader completes the sequence before the group models it. You could use a signal to show the sequence is through so the others can begin the 3-step imitation.

Area: MOVEMENT- "Do the Opposite Game" No. of children: open

Don't expect uniform responses from your group. Teachers report kids will get better at this if it's repeated fairly often.

Objectives:

1. Can make opposite analogies. (48-60 mo. Lang IIA)
2. Demonstrates simple action words. (24-30 mo. Lang. IIIB)
3. Imitates simple action or gestures. (30-48 mo. GM IX)

Materials: None

Procedure:

1. The teacher explains that the children should do the opposite of whatever he says. The word "opposite" can be further explained by examples: "When I say, 'Sit down,' you stand up. When I say, 'Put both hands in front of you,' put both hands behind you."

2. The teacher continues giving commands and the children do the opposites. It helps to have adults included in the class group, cueing the children and helping to avoid confusion. If the kids do get confused, though, the teacher can give the command and then join the group in doing the opposite.

3. Kids love this game because it gives them a chance to legitimately "rebel" against the teacher. When the teacher teases by getting upset and protesting that the children aren't doing what (s)he says, the kids laugh uproariously and want to play more!

Variation:

1. Teacher says nothing, just does something, e.g sits down, and kids do the opposite.

Area: MOVEMENT-"Memory Games" No. of children: sm./lg. group

The challenge here is for the teacher to remember which instruments cue which movements!

Objectives:

1. Carries out, in order, a command containing 3 unrelated parts. (48-60 mo. Lang. IA)
2. Makes rhythmical response: bending knees, swaying, singing. (24-29 mo. Lang IIIB)
3. Follows single directions. (24 mo. Lang. IA)

Materials: A set of musical instruments

Procedure:

1. The teacher introduces a sound accompanied by a corresponding movement. For example, a tambourine is the signal for the children to move their hips in a circular motion. Let the children practice the movements before starting the game.

2. The teacher begins playing the tambourine and the children do the corresponding movement. When the teacher stops playing, the kids freeze. Repeat starting and stopping for a while.

3. A new sound and movement is now introduced. For example, at the sound of the drum, the kids jump up and down. Let the children practice this new sound/movement pairing for a while, stopping and starting as the music indicates.

4. Now alternate both sounds; the kids perform the movement corresponding to the sound they hear.

5. If, after doing this for a while, the children have no trouble with two sounds and movements, a third combination could be added.

6. Clarify this activity by making sure cue sounds are quite different. If kids still have any trouble, one teacher could lead each movement.

Variations:

1. As children become familiar with the game, try having them suggest the movements associated with each sound.

2. Use a shape or color symbol to correspond to a movement.

3. Choose movements which can be done simultaneously and make two sounds at the same time.

Area: MOVEMENT - "Same and Different" **No. of children:** 6-10 or more

Matching pictures becomes more exciting in this hunt for matching partners. Choose a large area where other activities won't be disturbed.

Objectives:

1. Recognizes identical pictures. (48-60 mo. Lang. IB)
2. Deals with two or more attributes simultaneously. (48-60 mo. Cog. IIIA)
3. Names things seen in pictures. (24-30 mo. Lang. IB)
4. Matches identical familiar objects. (24 mo. Cog. IIIA)

Materials: Pins or tape; tags with pictures of animals, colors, shapes, etc. Have the tags in pairs, e.g. 2 elephants, 2 reds, 2 squares, etc.

Procedure:

1. Explain to the children what "same" and "different" mean by showing them matching and non-matching pairs of tags. Pin or tape a tag on each child and ask each to identify what (s)he has.

2. Send the children to different parts of the room where they may hide under or behind things. After all have hidden, bring them back by saying, "Find your partner who has the same tag." Help those children who cannot find their match by pointing out how they are the same as their partner.

3. After all matches have been made, tags can be switched or new tags can be introduced to start the game over again.

Variations:

1. Have children act out their tags using dramatic movement.

2. One child has picture tag, his partner has the matching word tag. Kid with word tag can act out his tag to help his partner identify him.

#28

Area: MOVEMENT-"Marching Down the Color Road: No. of children: 6-8

A little regimentation in the cause of laterality is no vice.

Objectives:

1. Imitates hopping, jumping, and walking, fast/slow.
2. Matches colors. (48-60 mo. Cog. IB)
3. Walks on line or near. (24 mo. GMI)
4. Marches to music in rhythmical response. (24-29 mo. Lang. IIIB)

Materials:

Big squares cut of linoleum or rubber, some painted purple and some white; small (purple) and white squares of construction paper; tape; marching music.

Procedure:

1. In a large space, place big linoleum squares on floor in some "road-like" order, ◇◆◇◆◇◆◇ alternating colors. Each child tapes a small purple square on one foot and a white square on the other. Or each child can paint purple and white squares directly on his bare feet.

2. Challenge the children: Can they put the white-squared feet on the white floor squares, and the purple feet on the purple floor squares? Teacher can act as model and demonstrate. Provide marching music and have children go down the road one at a time, trying to make sure that a purple foot always steps on a purple square and a white foot on a white square.

3. Vary the activity by letting the children proceed down the road by hopping on one foot, walking very slowly, walking faster and faster, etc.

4. After everyone has had several turns, rearrange pattern of the squares on the floor.

Variation:

1. For older children: Make sure each child has , say, purple on left foot and white on right foot. Emphasize the colors in relation to one as LEFT and one as RIGHT.

2. Opposition: Have children put the white foot on the purple square and the purple foot on the white square.

Area: MOVEMENT - "Color Hunt" No. of children: 4-6

A matching game with lots of chance to move around.

Objectives:

1. Writes letters of name. (60-72 mo. FM III)
2. Names and matches three primary colors -- red, yellow, and blue. (48-60 mo. Lang. IB)
3. Counts objects, pointing to each. (36-48 mo. Cog. IIIC)
4. Groups consistently by one attribute and tells why. (36-48 mo. Cog. IIIA)

Materials: Envelopes, felt pens, different colored gummed circles

Procedure:

1. With children sitting in a circle on the floor, hand each child an envelope on which to write his or her name. When teacher/child calls out a color, children dash (crawl, tiptoe, slither, sneak, etc.) to find an object in the room of the same color. For the younger children, hold up a color card to help them find objects of matching colors.

2. When child finds an object and calls out "a blue bowl!" he collects a blue gummed circle to be put in the envelope. One child can call out the colors and hand out color "tokens" as the hunters find objects.

3. Repeat procedure using different colors.

4. Children can do whatever they wish with envelopes full of circles.

Variations:

1. Change attributes: Have children find: objects of a particular shape; objects which begin with certain letters; objects made of wood, plastic, glass; objects that open; etc.

2. Forget the envelopes. Children could lick and stick circles on their bodies, on pictures, etc. as they get them.

Area: MOVEMENT - "Duck, Duck, Goose" No. of children: small grp.

About the only thing which can spoil this game for kids is not getting a turn to be the goose. It's an excellent first game for young children.

Objectives:

1. Runs with control over speed and directions. (48-60 mo. GM II)
2. Works well with other children. (SE IV)
3. Takes turns. (SE IV)
4. Runs freely with both feet off ground simultaneously. (24-36 mo. GMII)

Materials: none

Procedure:

1. Children sit in a big circle. One child is chosen as the "goose." The goose walks around the circle clockwise, tapping each child on the head, saying, "Duck, Duck, Duck," ... and finally saying, "Goose!" The new goose gets up and chases the old goose around the circle as the old goose tries to get back to his seat before being caught. Children are delighted equally by being caught or making it back to their places. After the chase, the new goose resumes the tapping around the circle and whole procedure repeats.

Variations:

1. Substitute favorite animals or animal sounds, such as "Dog, dog, cat." or "Ruff, ruff, meow."

2. "Drop the Handkerchief" is played the same way except that the person who is "IT" creeps around the circle and stealthily drops an object behind a child who then chases "IT."

Area: MOVEMENT - "Maze Game" No. of children: 4-6

Perhaps best suited to an asphalt playground. Keep the mood light and the pace lively, maybe making the avoidance of collisions part of the game.

Objectives:

1. Can follow a line through a maze of intersecting lines (figure/ground).
2. To walk along curved line, one foot in front of the other. (48-60 mo. GM I)
3. To name or match colors -- red, yellow, blue. (48-60 mo. Lang. IB)
4. Responds to auditory cues and follows verbal directions. (36-48 mo. Lang.IA)
5. Plans movements before acting.

Materials: Draw a series of intersecting curved lines on floor with 5 different colored chalks; pieces of construction paper (5 colors); recorded music with a nice regular beat or a child band playing rhythm instruments.

Procedure:

1. Give each child a piece of colored paper. Tell the children that they are to follow the path that's the same color as the piece of paper they have.

2. Help the children get positioned on the lines that match their papers. Tell the children to walk on the lines until the music stops at which point they should "freeze." As children walk along the lines, encourage them to stay right on the lines, one foot in front of the other. For younger children, enlarge the lines or hold their hands as they walk along.

3. As each child stands "frozen," teacher or child/leader (color changer) goes to each child, takes old color card, and gives new one.

4. When everyone has a new color, the band starts up and off they go following new color trail. Children can rotate among the three possible roles (walker, color changer, or rhythm player).

Variations:

1. Have same colored lines-- children must carefully follow their line from start to finish.

2. Add the goal of following a sequence of visual directions! Instead of drawing, tape onto floor squares of colored paper (6" x 6" or 8" x 8"). Then give each child a card with series of colored squares. The child is to walk the pattern.

MUSIC

For children, music may be the first and most satisfying social group experience. Even very young children, or those who are handicapped, delayed, or emotionally disturbed, typically enjoy singing and dancing as part of the group. Language is not essential. The sound and rhythm are sufficient to sustain the involvement.

Music can be used to establish routine, smooth transitions, speed socialization, develop rhythm and coordination, and build skills and egos. We selected songs in this unit as examples to illustrate the ways music can be used to accomplish these purposes.

We omit objectives from these activities in favor of this list describing use of these songs. Add your own specific learning objectives for different situations.

1. Songs for transitions, settling down, and focusing attention:

   Shakin' Around
   Let Everyone Clap Hands Like Me
   Everbody Sit Down (Variation # 1, Shakin' Around)

2. Songs which encourage group spirit:

   Rock-a My Soul
   Love Somebody
   Zum Gali Gali

3. Songs which foster rhythm and coordination:

   Who Stole the Cookies?
   Boa Constrictor
   Shimmy Coke-A-Pop
   Dulce Dulce
   Ay Cumma Zimba

4a. Songs that teach concepts and might be part of a curriculum unit:

   Carrot Seed Song
   Boa Constrictor
   Ten Little Monkeys
   Counting Stars
   One Elephant
   Wheels on the Bus
   Old MacDonald

4b. Songs to include in a class songbook:

Ten Little Monkeys
The Horsey and the Flea
Little Cabin in the Woods
One Elephant
Variation on Ten Little Mokeys -- Nursery Rhymes

5a. Songs which give individual children a turn in the spotlight:

Spinning Song
Where is (Tommy) ?
Rover
Who Stole the Cookies?

5b. Songs to dramatize:

Ten Little Monkeys
One Elephant
Wheels on the Bus
Little Cabin in the Woods
Old MacDonald

6. Making Instruments. In this section we also include several activities for making instruments for children. Be sure kids get to try out their instruments right away in rhythm activities.

Bottle Cap Clackers
Nail Xylophone
Making Twirl Drums
Cup Shakers
Sand-Block Instruments

Some Suggestions:

1. Try out some new songs at staff meetings and exchange ideas on ways to adapt, expand, and develop variations.

2. Musical accompaniment on piano, guitar, or autoharp is helpful. Singing along with records or tapes is usually difficult and unsatisfactory.

3. Sing slowly and start simply when introducing a new song. Add new verses, gestures, dramatizations as the song becomes familiar.

4. Don't confine singing to "Music Time." Sing with children on the playground and during other daily activities.

5. Help handicapped children by giving them previews of group activities. Have a teacher sit next to them to whisper, clarify, keep them focused, and help them participate. Be sure they get turns to perform successfully in front of the group.

Music
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33. Making Sand-Block Instruments

1

Area: MUSIC - "Song: "Shakin' Around"

No. of children: large group

Begin singing this song while children are coming into class or during a transition from active play to a quiet rug or meal time.

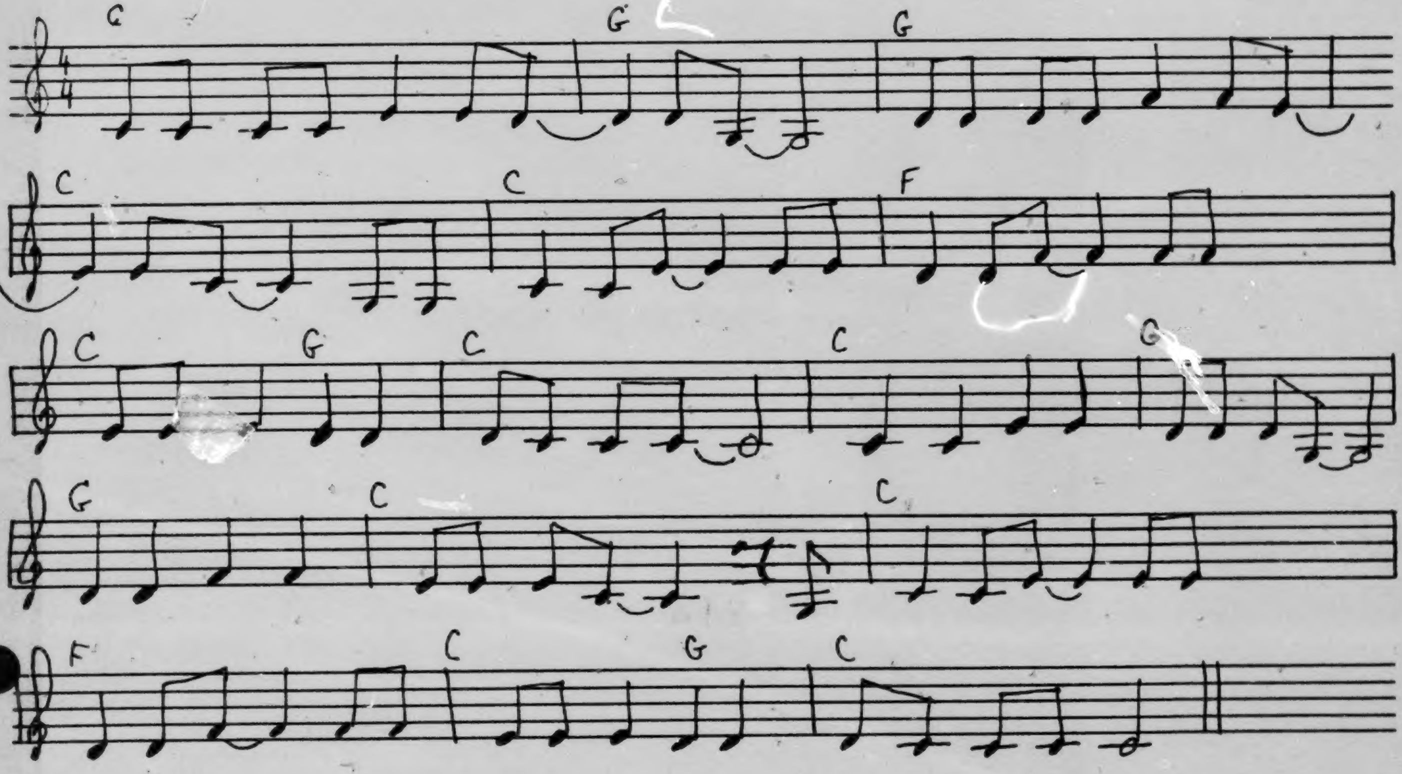
Materials: Song:

Everybody says sit down, sit down.
Everybody says sit down, sit down.
But I can't sit down, No, I can't sit down
Cause my (body) is full of shakin' around.
Shake, shake, shake, shake, shakin' around
Shake, shake, shake, shake, shakin' around
But I can't sit down, No. I can't sit down
Cause my (body) is full of shakin' around.

Procedure:

1. For the first two lines, point your finger as if scolding. Next line, shake head as if saying "no." During last lines, shake all parts of body.

2. When you repeat the song, stop at (body) and have the children suggest what part of the body they want to shake. Continue song with the new additions, e.g. "Cause my hands are full of shakin' around."



(OVER)

Variation:

1. A simpler song to acquaint children with body parts goes:

Everybody sit down,
Sit down, sit down.
Everybody sit down,
On your _(knees)__.

The children can suggest which body part they're going to sit on. This can be chanted or any simple tune can be used.

Area: MUSIC - "The Rhythm in Words" **No. of children:** small or large group

Children should be familiar with using rhythm sticks (without chaos resulting!) before doing this project. Repeat this game often and see how skilled the group becomes.

Objectives:

1. Points to or names other children in group.
2. Imitates a simple rhythm.
3. Uses toys and tools appropriately. (SE V)
4. Takes turns. (SE IV)

Materials: Rhythm sticks (Disassembling hanging bamboo wind chimes will yield several pairs of rhythm sticks.)

Procedure:

1. Seat children in a circle. Show them how to tap out words by syllable, e.g. "ap-ple" bang-bang, "pear" bang, "ice-cream" bang-bang, "Su-per-man" bang-bang-bang, etc. Let the children think of words to bang out.

2. Tell the children that now the group will tap out the syllables of their own names. Give examples, such as "John-ny" bang-bang or "Sue" bang.

3. Go around the circle asking the children, one at a time, if they would like their names "played." Have them say their names and you repeat slowly, enunciating the syllables and tapping them out.

4. This process can be speeded up as you go around the circle as the children catch on to the concept.

5. Children might take turns tapping out a friend's name who then taps out another's name.

Variations:

1. Make up names and words to tap out with rhythm sticks.
2. Later on try tapping out first and last names.

Area: MUSIC - " Getting Acquainted: Singing Names"

No. of children: large group

You might introduce this to the class by learning the original version, "Where is Thumpkin," first so kids clearly know the sequence of the song.

Objectives:

1. Notices or recalls who is missing from classroom. (48-60 mo. Lang. IIB)
2. Identifies child by pointing or vocalizing.
3. Joins in nursery rhymes or songs. (24-30 mo. Lang. IIB)

Materials: Song: To the tune of "Where is Thumpkin."

Where is (child's name) ?
Where is (child's name) ?
There (s)he is. There (s)he is.
How are you today, friend?
Very well, I thank you." (In response)
Run away. Run away.

Procedure:

1. Have children sit in a circle. Teacher begins singing and children join in. When singing "Where is (name) ?" teacher pretends to be unable to find the child. When children have pointed to the discovered child, everyone sings and points, "There (s)he is. There (s)he is." As the group gets familiar with the song, each child may sing the answer, "Here I am" and come to the front to shake hands with the teacher. Teacher and group should extend a greeting to the child by singing "How are you today, friend?" in a dramatic and sincere way by shaking hands, hugging, or waving to the child. Child may respond, "Very well, I thank you." (or group may help shy individual by singing along). Children may "Run away" by hiding heads or turning backs to circle.

2. On to the next child. Keep the tempo steady and lively and cheerfully coax the children into singing responses on cue.

3. Sing the name of a child who is absent and group can sing "(S)he's not here. (S)he's not here."

Variation:

1. Sing original "Where is Thumpkin" with finger play.
2. See LANGUAGE ARTS: "Guess Who's Missing"

#4

Area: MUSIC - Song: "The Spinning Song" **No. of children:** small or large group

An example of an activity one teacher created to help draw into the group a child who isolated herself and spent a lot of time spinning!

Materials: A guitar or autoharp is very nice with this song, otherwise clap the beat.

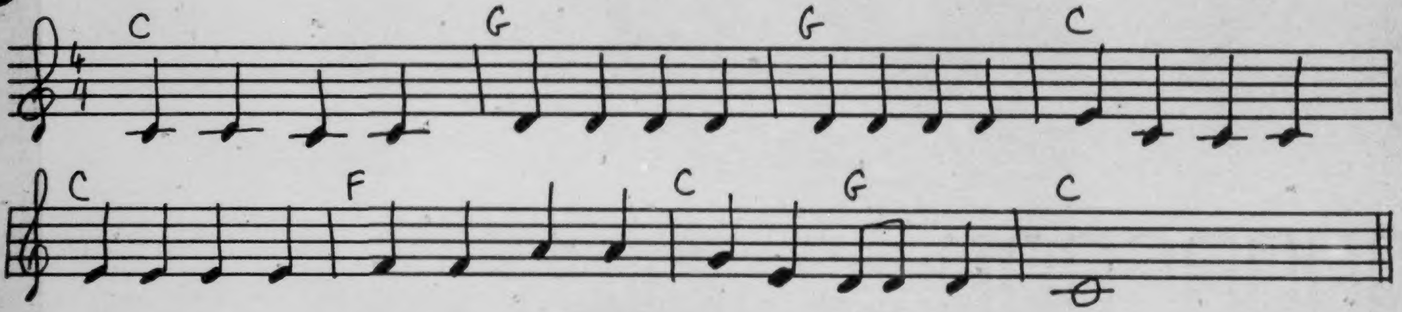
Song: The Spinning Song by Gary Curtis Turchin

1. (Child's name) and (Child's name) are spinning, spinning
___"___ and ___"___ are spinning, spinning
___"___ and ___"___ are spinning, spinning
They are spinning around.

2 children spin with arms outstretched

2. ___"___ and ___"___ are dizzy, dizzy
___"___ and ___"___ are dizzy, dizzy
___"___ and ___"___ are dizzy, dizzy
They are falling down.
(Repeat with new spinners.)

Spinners might keep spinning but act dizzy and stumble around. Spinners fall down!



Procedure:

1. Select 2 children to spin in the middle of the circle formed by the seated group of children. Instruct children in circle on how to hold out hands to protect spinners from colliding with circle.

2. Spinners keep spinning and falling while group sings the song.

3. Select 2 new spinners or let old spinners select new ones before sitting back down in circle.

4. Most everyone will probably want a turn spinning, so spinning in pairs only could take a long time. Try expanding the spinning groups to include all the boys, then all the girls, ("All the girls are spinning, spinning." etc.); or tennis shoes, sandals, then hard shoes ("... are spinning, spinning"); or group spinners according to eye color, clothing color, or let children think of the new categories.

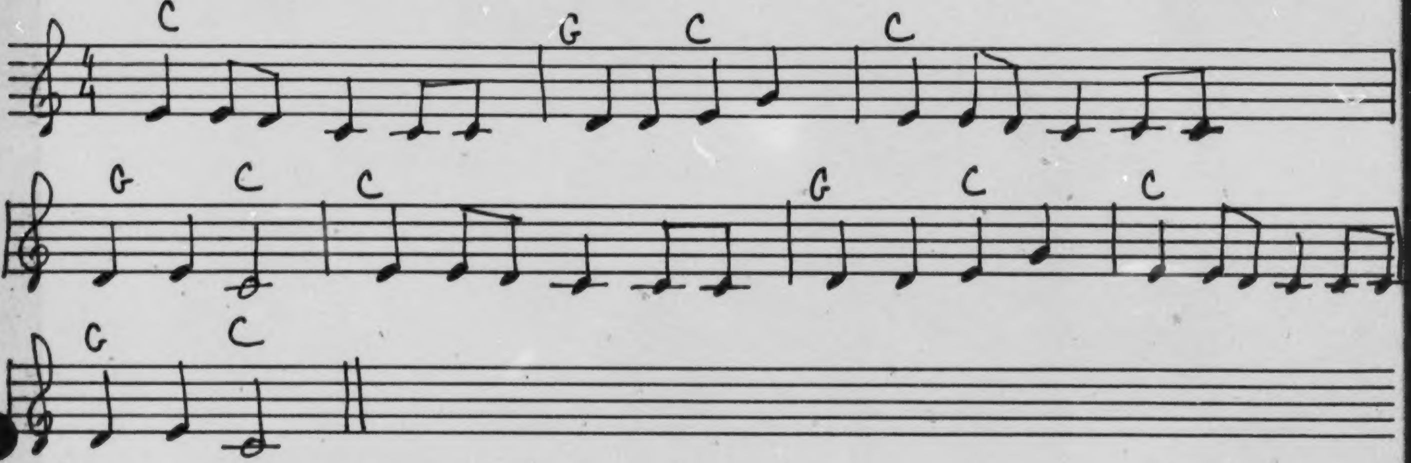
SONGS:

#5

ROVER

I have a dog and his name is Rover.
He is the one I like the best.
When he is good, he is good all over.
When he is bad, he is just a pest!

Procedure: After children are familiar with above lyrics, have an individual child fill in his/her own words (I have a bird and her name is Tweety), using a pet, friend, parent, etc. and have the whole group sing the new version. Kids especially like singing the names of their siblings.



JIMA LONG

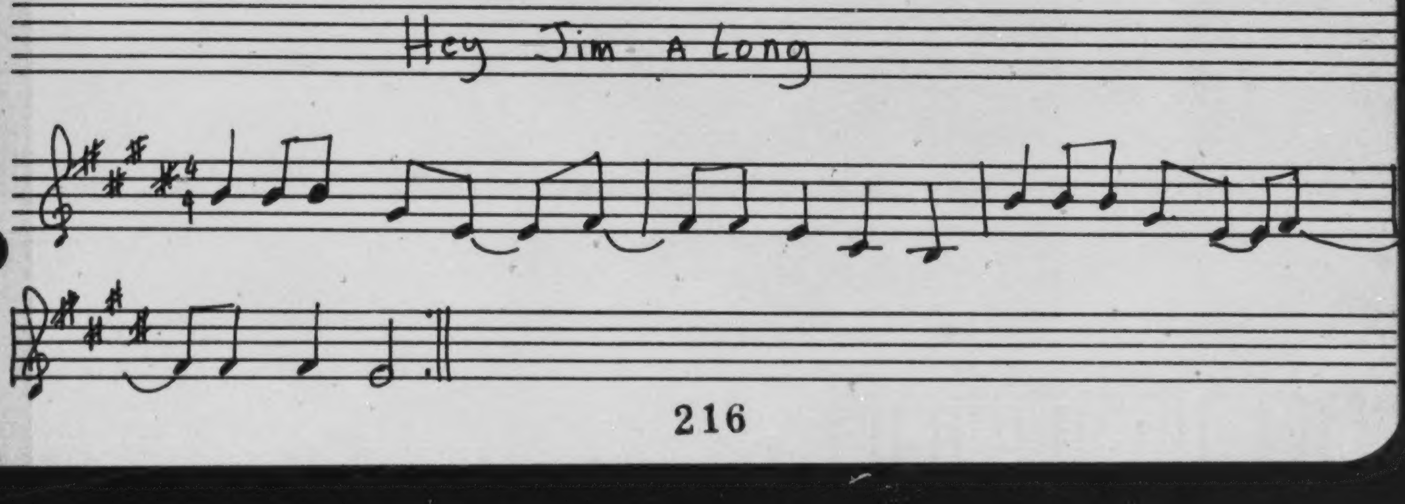
#6

Hey Jima Long, Jima Long Josie
Hey Jima Long, Jima Long Joe

Walk Jima Long, Jima Long Josie
Walk Jima Long, Jima Long Joe

Hop Jima Long, Jima Long Josie
Hop Jima Long, Jima Long Joe

4. Run 5. Jump 6. Tip-toe 7. Crawl along
8. Sing-along 9. Roll 10. Jump 11. Whatever you think of

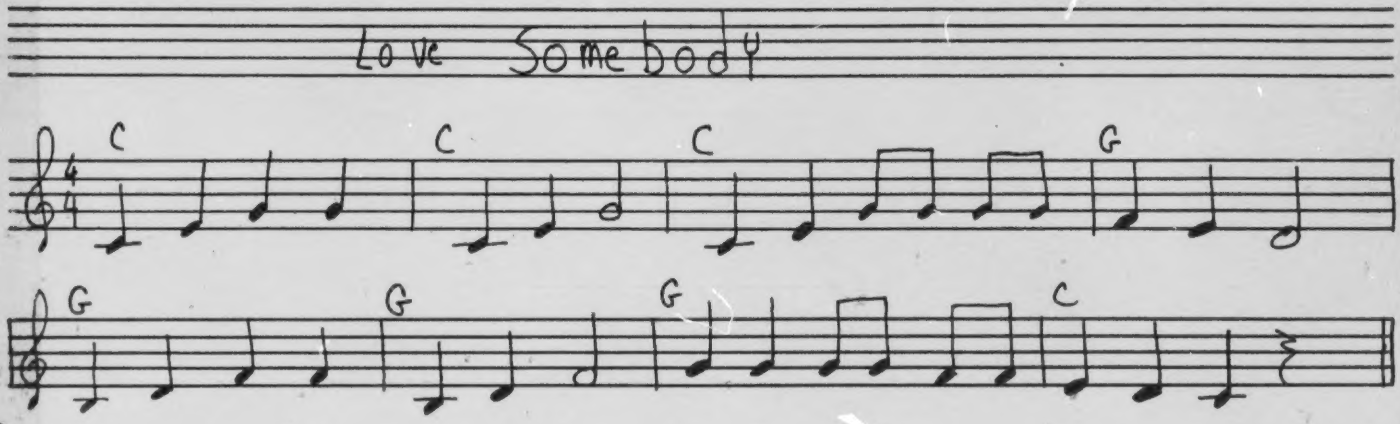


#7

Area: MUSIC - Song: "Love Somebody" **No. of children:** large group

Materials: Song: Love Somebody

Love somebody, yes I do
Love somebody, yes I do
Love somebody, yes I do
Love somebody, but I won't tell who.



Procedure:

1. It is nice to have children sit in a circle for this song, perhaps linking arms.

2. First hum the melody or chant and then sing it out loud as written.

3. After the first verse, substitute for the word "love" the word "hug." Encourage children to respond to each other affectionately and physically.

4. Discuss how you feel when you like or love someone, people you like, and what you do when you like somebody. Try to get them to think of other affection words for the song (touch somebody, kiss, etc.), but accept most any ideas they come up with and sing the song using these suggestions.

Variation:

1. A nice follow-up would be to quietly hold hands around the circle and send a "message" (hand squeeze) all the way around the circle.

#8

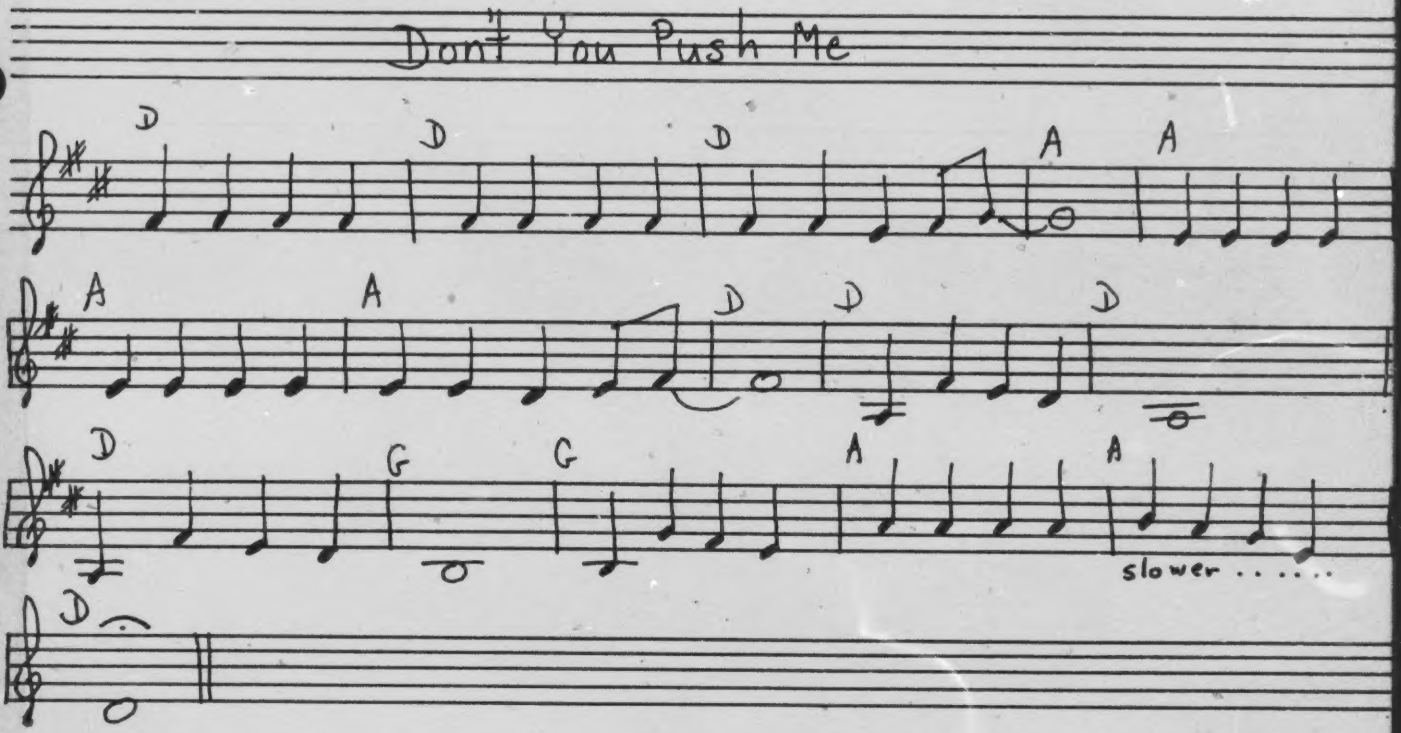
SONGS:

DON'T YOU PUSH ME

(CHORUS)
Don't you push me
Don't you push me
Don't you push me down.
Don't you push me
Don't you push me
Don't you push me down.

You can ride my bike
Drive it all around
You can even laugh at me
But, DON'T YOU PUSH ME DOWN!

(Repeat CHORUS)

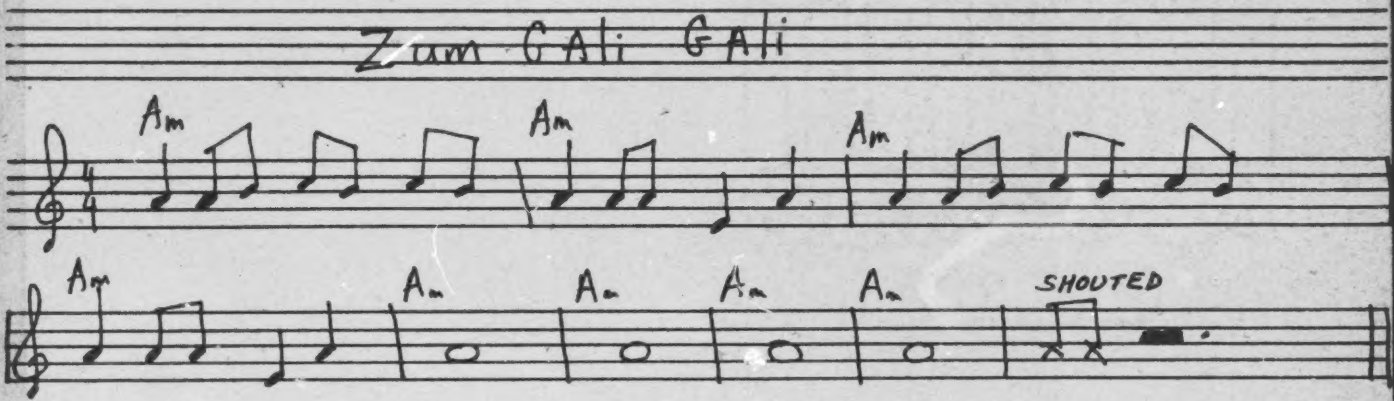

Don't You Push Me
D
D
D
A
A
A
A
D
D
D
D
G
G
A
A
slower ......
D

SONGS: #9

ZUM GALI GALI

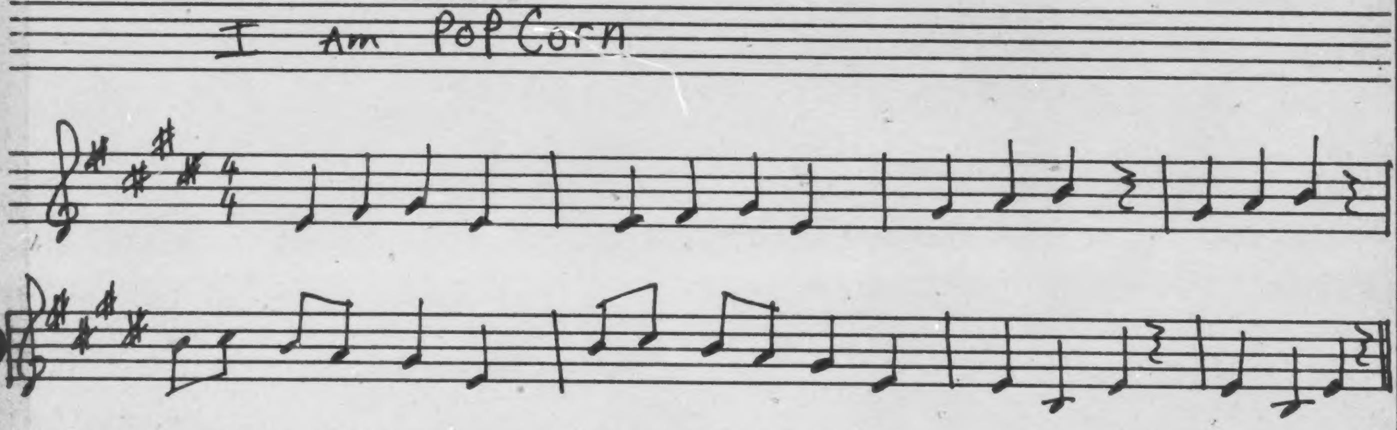
Zum gali gali gali
Zum gali gali
Zum gali gali gali
Zum gali gali

Zum zum zum zum (repeat zum as many times as desired)
GALI!!


Zum Gali Gali
Am
Am
Am
Am
Am
Am
Am
Am
SHOUTED

I AM POPCORN (Tune of "Frere Jacques") #10

I am popcorn, I am popcorn
See me pop, see me pop
Pop pop pop pop pop pop
Pop pop pop pop pop pop
Now I'm popped, now I'm popped!


I Am Pop Corn

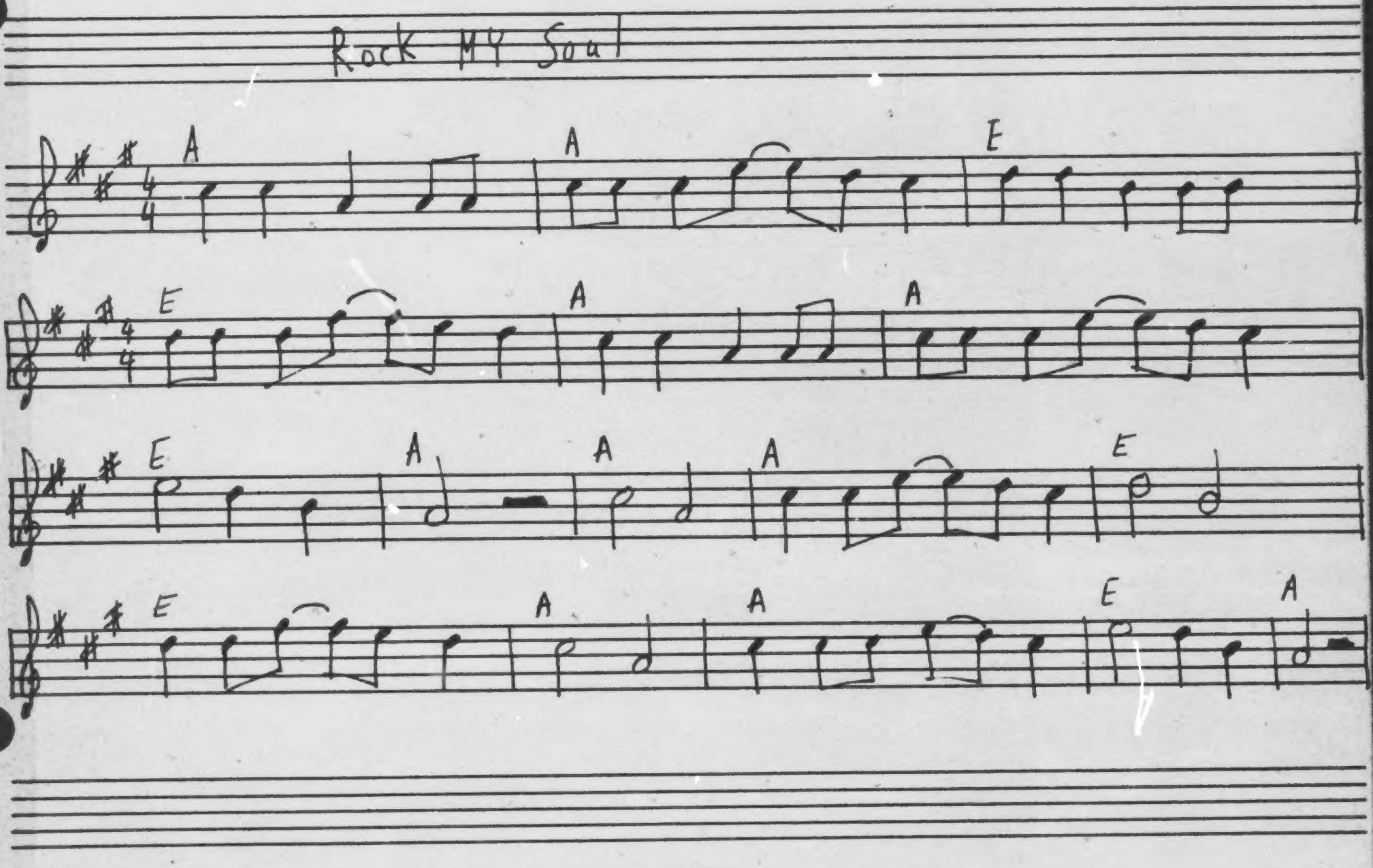
SONGS:

ROCK MY SOUL

Rock my soul in the bosom of Abraham
Rock my soul in the bosom of Abraham
Rock my soul in the bosom of Abraham
Oh, rock my soul.

So high ya can't get over it
So low ya can't get under it
So wide ya can't get around it
Gotta go through the door.

(When everyone sings "So high...," put hands high over head; "So wide...," hold hands out to sides; "So low....," put both hands near the floor; and "Gotta go...," put palms together near chest and push them outward.)



#12

Area: MUSIC - "Chant: Who Stole the Cookies?"

No. of children: small or large group

Make sure this is done with mock seriousness so children won't feel accused.

Materials: CHANT:

*Who stole the *cookies from the *cookie *jar? (Look puzzled, shrug shoulders)
(Child*'s name) stole the *cookies from the *cookie *jar. (Point to child, smile)
Not *I stole the *cookies from the *cookie *jar. (Child responds on tempo)
Then *who stole the *cookies from the *cookie *jar? (Look puzzled, etc.)

Repeat

(New name) stole the cookies from the cookie jar.

Procedure:

1. * indicates when to clap. Fit the words into the steady 1-2-3-4 clapping rhythm. Keep the rhythm going, pausing only for child's response. Mouth child's response with him/her and offer lots of encouragement and appreciation when he/she succeeds in responding on or off the beat! Make sure everyone is included in being accused and keep the strong beat going.

Variation:

The above version emphasizes complete sentences and longer responses. The more familiar version has shorter responses and a faster rhythm: it's often used to challenge children to keep up the rhythm.

T. *Who stole the *cookies from the *(pause) cookie *jar?
T. (*Child 1.) ______ stole the *cookies from the *(pause) cookie *jar.
Ch. 1. Who *me?
T. Yes *you.
Ch. 1. Couldn't *be!
T. Then *who?
Ch. 1. (*Child 2.) ______ stole the *cookies from the *(pause) cookie jar.
(Repeat: Who *me? Yes *you., etc.)

SONGS:

SHIMMY SHIMMY

The kids go down down baby
Down by the roller coaster
Sweet, sweet baby
I don't want to let you go

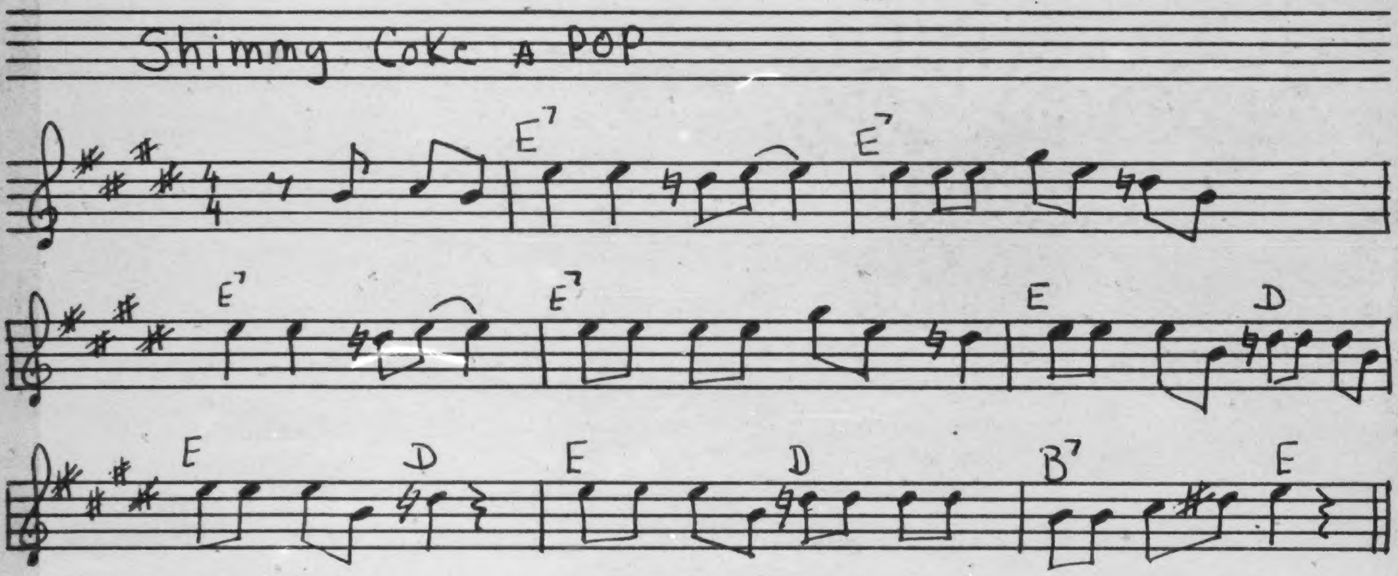
(CHORUS)
Shimmy shimmy shimmy shimmy
Shimmy shimmy pop
Shimmy shimmy shimmy shimmy
Shimmy COKE-A-POP!

Sittin' on a roller coaster
Nothing to do
Along comes a blackbird
Doin' the hootchy coo.

CHORUS

Riding on the ferris wheel
Goin' round and round
Feelin' kind of dizzy
As I'm lookin' at the ground

CHORUS



SONGS:

DULCE DULCE

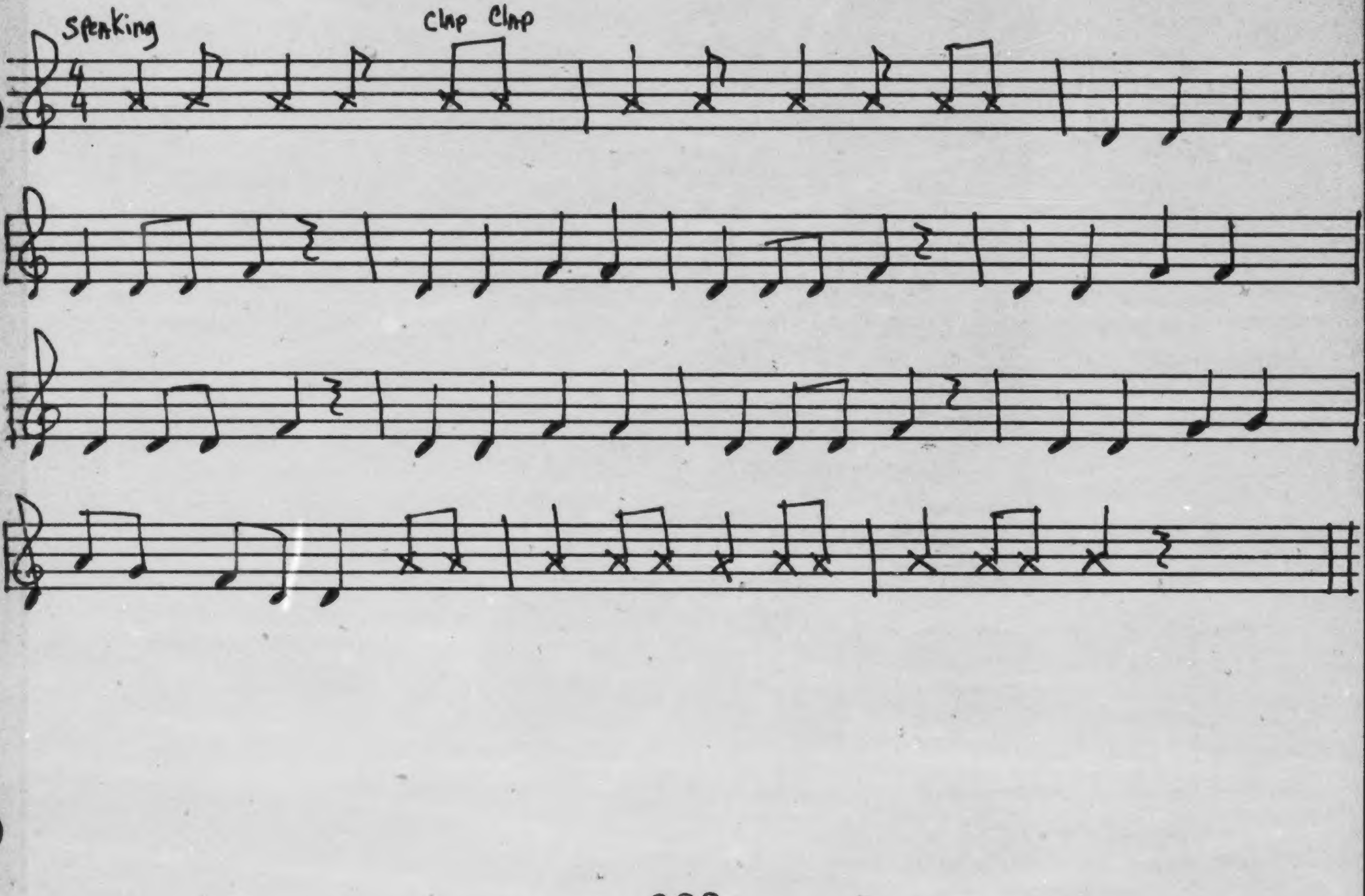
Dulce dulce (clap, clap)
Dulce dulce (clap, clap)

Dulce dulce dulce mamá
Dulce dulce dulce mamá

Dulce dulce dulce papá
Dulce dulce dulce papá

Dulce dulce dulce chiquichá
Chiquichá chiquichá chiquichá chiquichá

Dulce Dulce



#15

Area: MUSIC - "Song: Ay Cumma Zimba Zimba Zaya"

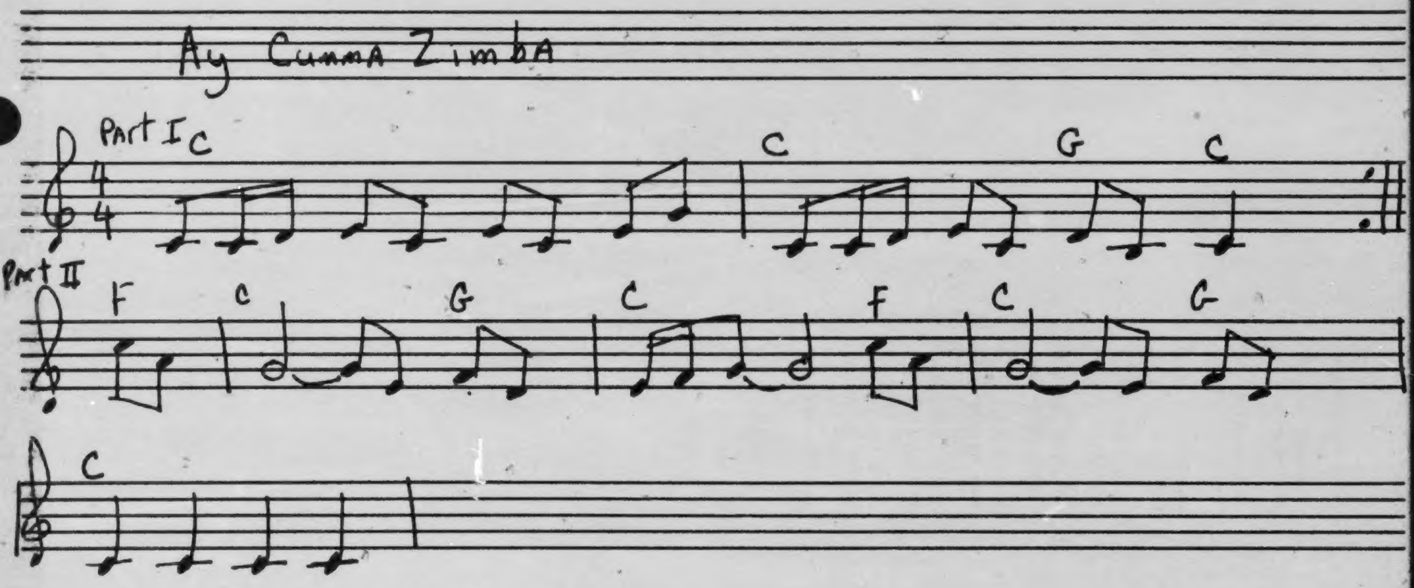
No. of children: small or
large group

We don't know what language this is, or if the words have any connection with the Zulu, but the kids request it every time. A good introduction to singing in rounds.

Materials: SONG:

Ay cumma zimba zimba zaya,(pronounced zīya)
Ay cumma zimba zimba zee.
Ay cumma zimba zimba zaya,
Ay cumma zimba zimba zee.
See him there, the Zulu warrior,
See him there, the Zulu CHIEF, CHIEF, CHIEF!

(OR, See her there, the Zulu princess,
See her there, the Zulu QUEEN, QUEEN, QUEEN!)



Procedure:

1. The timing on this one is a little tricky, but the fun comes when you get to "CHIEF." Clap along in rhythm up to this part in the song, at which point everyone pounds the floor, repeating CHIEF with each beat.

2. Then half of the group keeps pounding and repeating CHIEF, CHIEF, CHIEF, while the other half starts the song over again. At "See him there," everyone joins in the singing in unison.

#16

Area: MUSIC - "Ten Little Monkeys Jumping on the Bed"

No. of children: large group

Here's how we gradually developed one of the kid's favorite songs into a class drama activity.

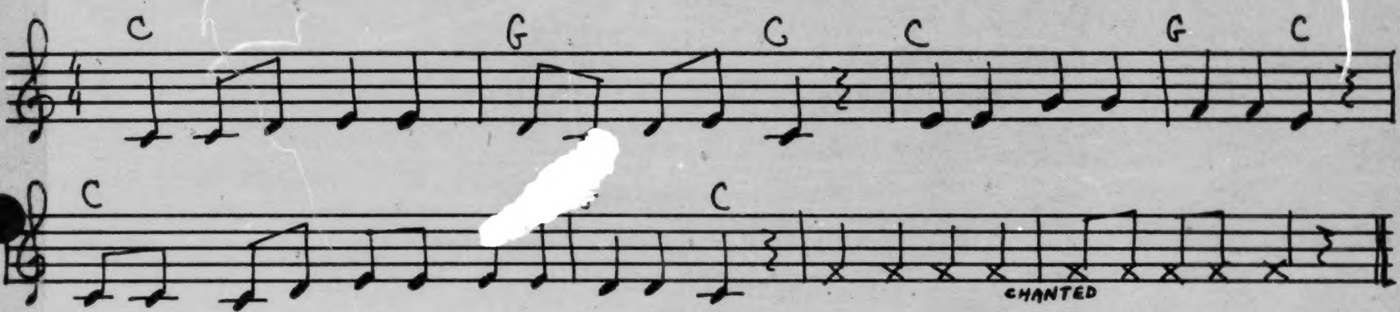
Materials: Song

Ten (or more or less) little monkeys jumping on the bed
(Hold up and bounce 10 fingers.)

One fell off and broke his head.
(Hold heads.)

Daddy (Mommy) called the doctor,
(Pantomime dialing and talking on phone.)

And the doctor said: "No more monkeys jumping on the bed!"
(Chanted while shaking finger in air as reprimand.)



Procedure:

1. Sing the song as a group using fingerplay and motions described above.

2. When the song is familiar, start expanding and elaborating it:

   a) Several children may act out monkeys jumping up and down in middle of circle while group sings along, doing the gestures. Teacher taps one child who acts out "One fell off..."

   b) At a later time, divide the group into monkeys, parents and doctors to sing and pantomime appropriate parts of each verse. Point to and sing along with each group at appropriate parts of the song. (Don't forget female physicians.)

   c) Add props and costumes (play phones, blanket for bed, hats, stethoscopes, etc.). Station three groups of actors in three distinct areas and allow each to sing and act independently with minimal direction.

   d) Take photos for bulletin board or scrap book and arrange a time for parents or another class to watch the class perform.

(OVER)

Variations:

1. Acting out nursery rhymes is a good introduction to acting out songs. Seat children in a circle and try these:

a) **"Jack Be Nimble"**

__(Child's name)__ be nimble	(Child who is named comes to the center of circle.)
__" "__ be quick	
__" "__ jump over	(On "jump," child jumps over candle or facsimilie.)
The candlestick!	

b) **"Little Ms. (or Mr.) Muffet"**

(Props: Pillow or stool in center of circle; bowl; spoon.)

Little __(child's name)__ Muffet	
Sat on a tuffet	
Eating his/her curds and whey.	(Child who is chosen acts out sitting and eating.)
Along came a spider	
And sat down beside her/him	(Child acting as spider comes out.)
And frightened ________ Muffet away!	(Muffet drops bowl and runs back to seat in circle.)

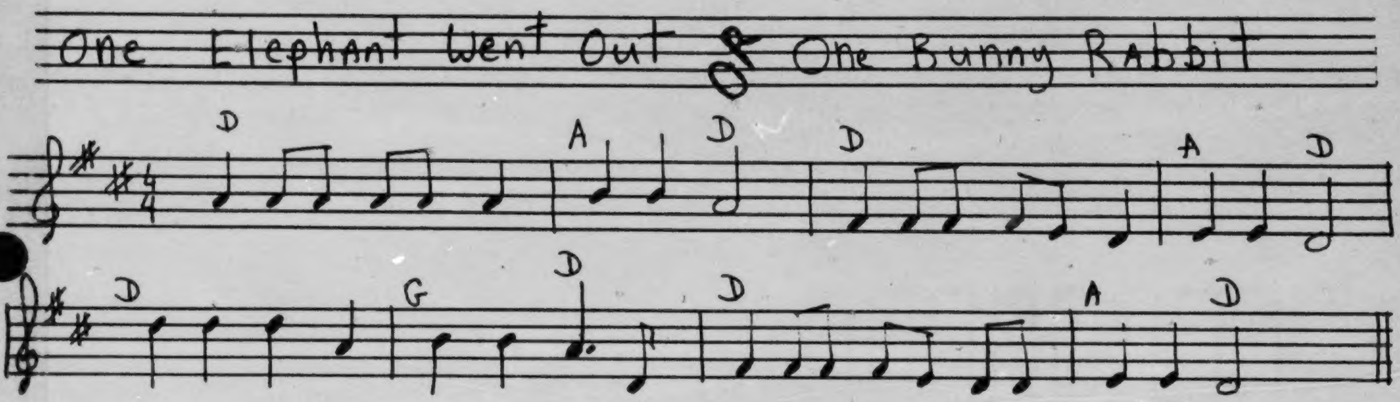
#17

Area: MUSIC - "Songs: One Elephant" **No. of children:** small to large group

Materials: SONG:

One el-e-phant went out to play,
All on a spider web one day.
He had such enormous fun,
He asked for another elephant to come.

Two elephants....etc. to Ten, then:
They had such enormous fun,
They didn't ask another elephant to come.



Procedure:

1. Have children sing song while modeling the teacher who holds up appropriate number of fingers corresponding to the number of elephants in the song. Teacher can hold hands up and move them back and forth in a rocking motion in time with rhythm of song.

2. After each number has been completed, the teacher asks, "What number comes NEXT after ___________?" or "We have how many elephants? How many will we have if we add one more?" When enough children have responded, hold up the appropriate number of fingers and begin singing again.

3. Once children know the song, try dramatizing it. One child goes to the middle of the circle to act out the first elephant who calls another elephant from circle to join him at appropriate point in the song. Spider web breaks when overloaded with elephants!

(OVER)

Variation:

1. Try:

One bunny rabbit went out to play,
All in a veg-e-table patch one day.
He had such enormous fun,
He asked for another bunny rabbit to come.

Then:
They had such enormous fun,
They didn't ask another bunny rabbit to come.

A dramatization could be a farmer chasing rabbits back to outer circle when time to end the song.

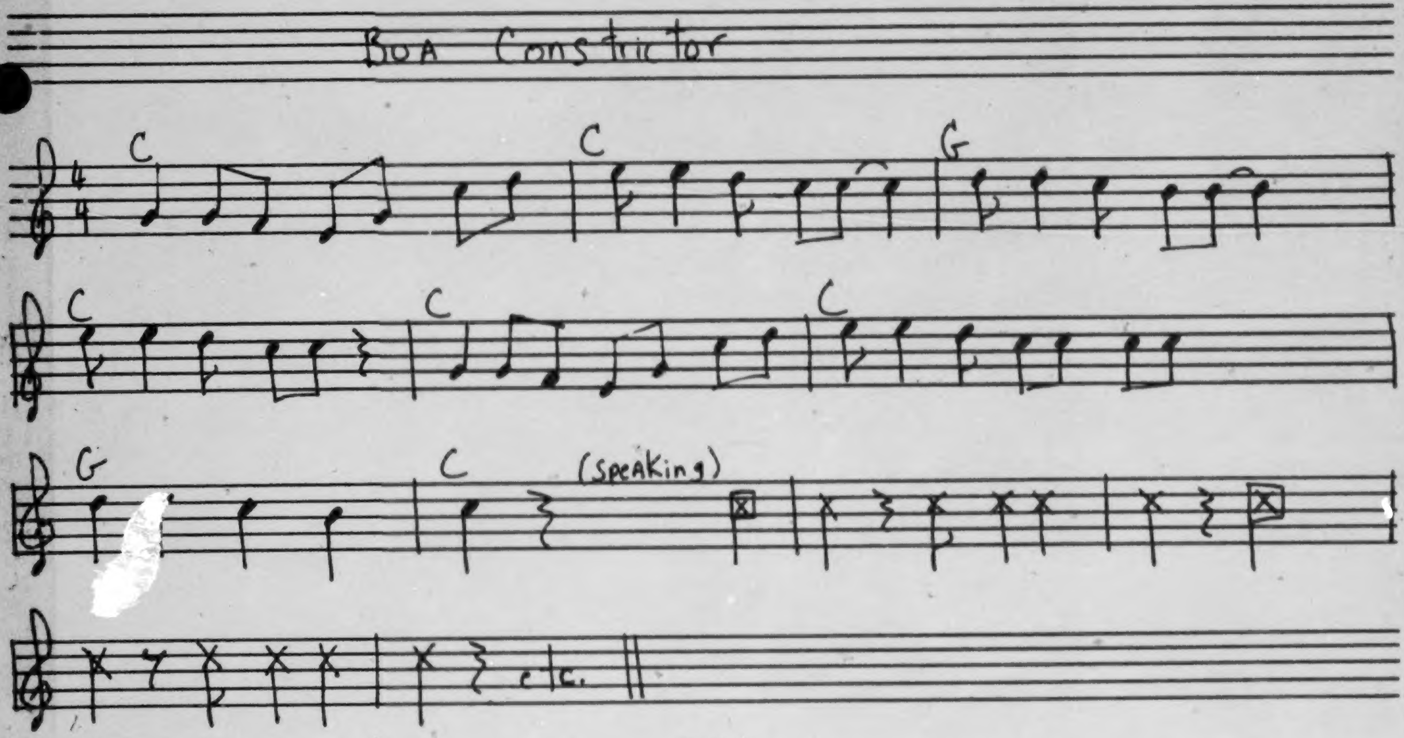
#18

SONGS:

BOA CONSTRICTOR

I'm being eaten by a boa constrictor,
A boa constrictor, a boa constrictor,
I'm being eaten by a boa constrictor,
And I don't like it one bit.

Oh, No! He's got my toe.
Oh, Gee! He's got my knee.
Oh, My! He's got my thigh.
Oh, Fiddle! He's got my middle.
Oh, Darn! He's got my arm.
Oh, Heck! He's got my neck.
Oh, Dread! He's got my GULP!


Boa Constrictor
C
C
G
C
C
C
G
C
(speaking)
etc.

#19

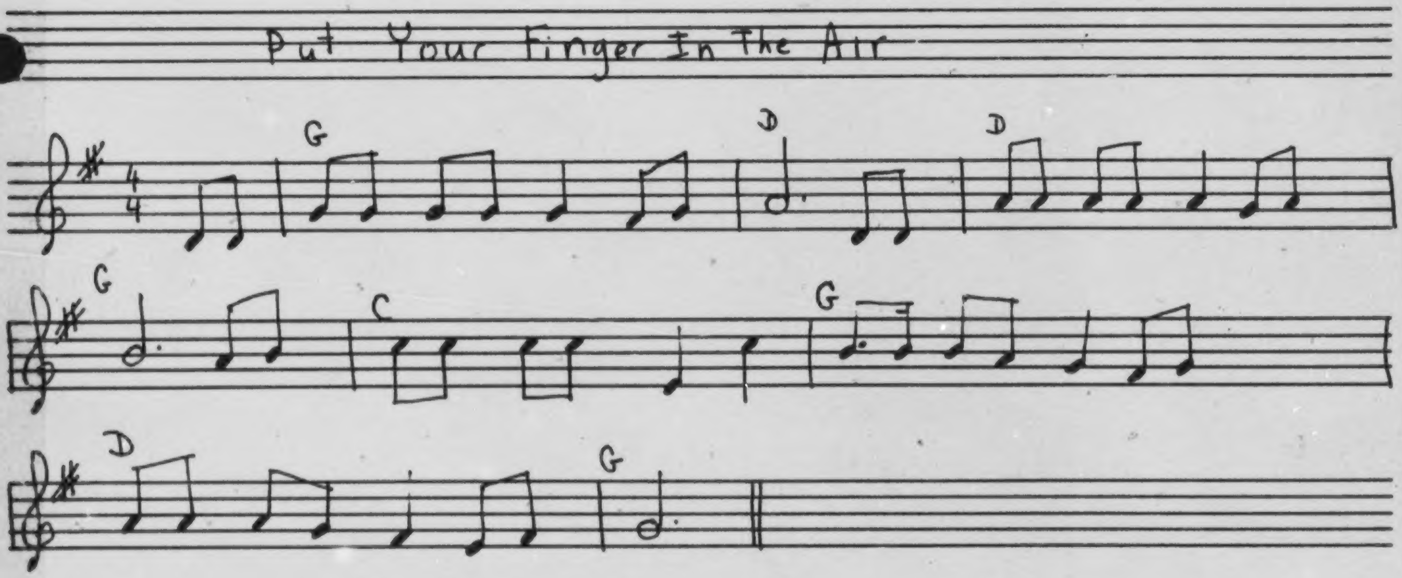
SONGS:

PUT YOUR FINGER

Put your finger in the air, in the air.
Put your finger in the air, in the air.
Put your finger in the air, and hold it up right there
Put your finger in the air, in the air.

Put your finger ...

2. on your nose, and feel it as it grows
3. on your chin, that's where the food slips in
4. on your ear, and leave it there a year
5. on your toe, and leave it a day or so
6. on your finger, that's where we'll let it linger



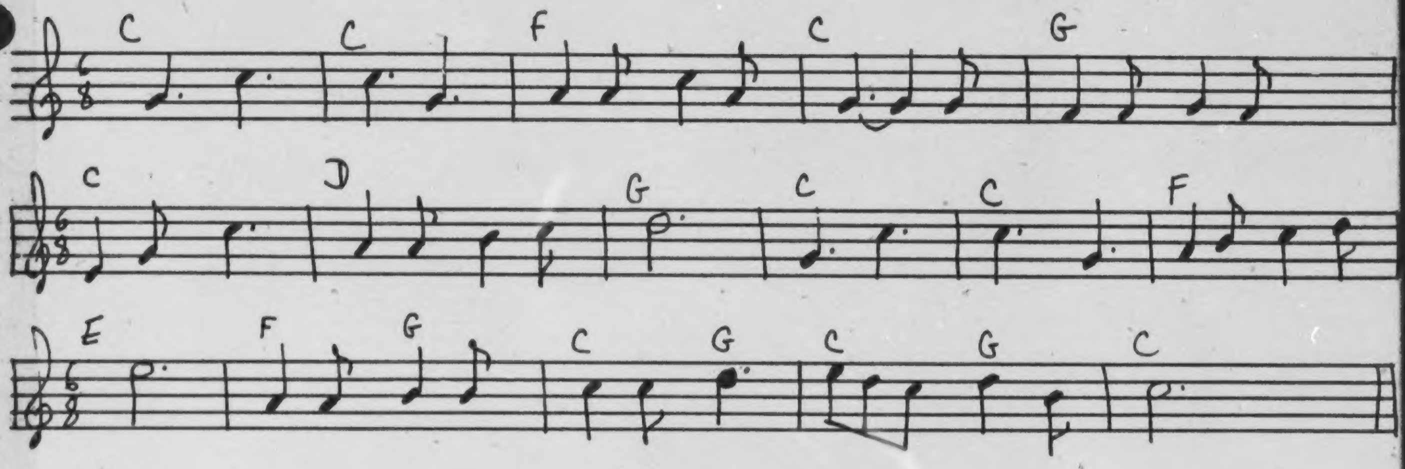
SONGS:

SWIMMING SONG (Tune of "Sailing, Sailing, Over the Bounding Main")

Swimming, swimming, in the swimming hole.
When days are hot, and days are cold,
In the swimming hole.
Breast stroke, side stroke,
Fancy diving too.
Don't you wish you never had
Anything else to do, but...

(Repeat, increasing speed each time.)

Swimming



SONGS:

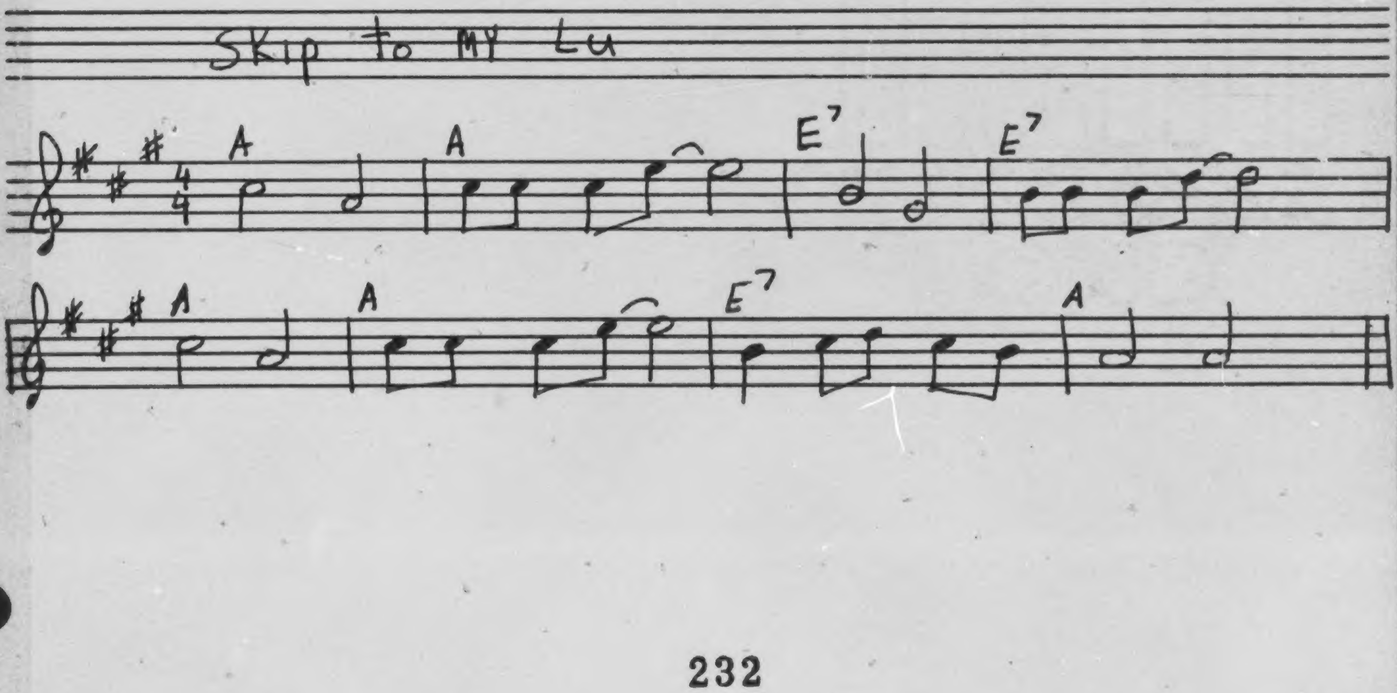
SKIP TO MY LOU

Flies in the buttermilk
Shoo fly shoo.
Flies in the buttermilk
Shoo fly shoo.
Flies in the buttermilk
Shoo fly shoo.
Skip to my Lou, my darlin'

(CHORUS)
Lou, Lou, Skip to my Lou
Lou, lou, Skip to my Lou
Lou, lou, Skip to my Lou
Skip to my Lou, my darlin'

Grab your partner, skip to my Lou
Grab your partner, skip to my Lou
Grab your partner, skip to my Lou.
Skip to my Lou, my darlin'

(Repeat CHORUS)



Area: MUSIC - "Counting Stars" **No. of children:** small or large group

Some new possibilities for an old favorite.

Materials: Song: "Twinkle, Twinkle, Little Star:

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

1 2 3 4 5 6 7
Stars are twinkling up in heaven.
8 9 10 11 12
Now you sing it by yourselves.

Procedure:

1. Sing "Twinkle, Twinkle" raising hands above the head for "like a diamond," opening and closing fingers to look like a twinkling star.

2. Lead the children in humming the melody without singing the words. Explain to them that they were humming the melody and ask them to say the word, mel-o-dy. Tell them that the next song they will sing has new words but the same melody as "Twinkle, Twinkle."

3. Lead them in singing "1 2 3 4 5 6 7..."

Variations:

1. Try leading a fantasy after singing the song. "Everyone close your eyes. Can you see the star? Reach out and try to touch it. What's on your star?" Let kids take turns telling about their star. Accept any response -- the important thing is sharing with the group.

2. Think about expanding other nursery rhymes and favorite songs to include, to dramatize, or to fanatasize.

#23

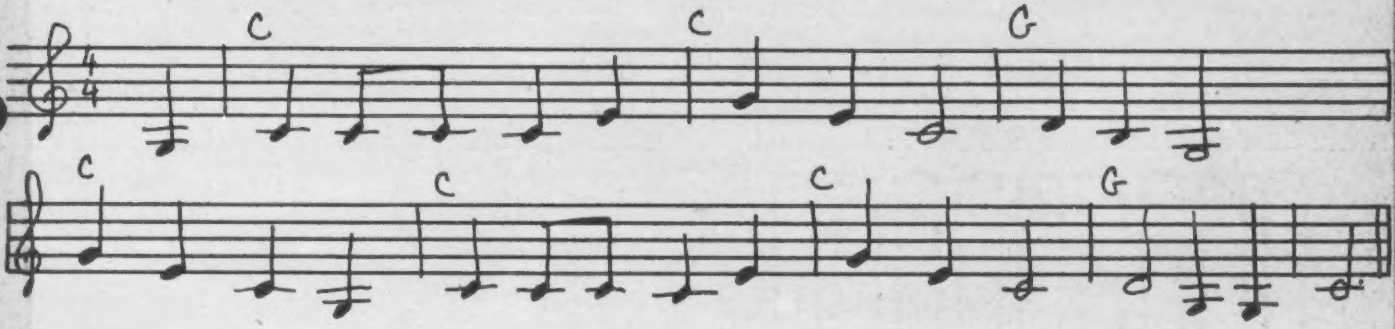
Area: MUSIC - Song: "The Wheels on the Bus" No. of children: small or large group

A classic that the kids adore.

Materials: Song: Wheels on the Bus

1. The wheels on the bus go 'round and 'round,
'Round and 'round, 'round and 'round.
The wheels on the bus go 'round and 'round,
All over town.

2. Doors -- open and shut
3. Windows -- up and down
4. Money -- clink, clink, clink
5. Driver says -- move on back
6. People -- get on and off
7. Baby -- says goo, goo, goo
8. Mommy -- goes kiss, kiss, kiss
9. Daddy -- goes rock, rock, rock
10. Wipers -- go swish, swish, swish



Procedure:

1. This is a great song to introduce discussion about transportation, field trips, or functions of objects. Sing the song using the above lyrics as a start.

2. Ask the kids to suggest new lyrics. "Can you think of some other things that happen on a bus?"

3. To make it even more interesting, add gestures to describe the lyrics.

4. See LANGUAGE: Field Trip on a Bus

Area: MUSIC - "Old MacDonald" **No. of children:** small or large group

Expand the children's concept knowledge using a song everyone should know.

Materials: Variety of pictures of animals; butcher paper; felt pen; Song:

Old MacDonald had a farm, ee, ii, ee, ii, oo.
And on his farm he had a __(animal)__, ee, ii, ee, ii, oo.
With a __(sound)__, __(sound)__ here,
And a __(sound)__, __(sound)__ there,
Here a __(sound)__, there a __(sound)__,
Everywhere a __(sound)__, __(sound)__.
Old MacDonald had a farm, ee, ii, ee, ii, ooooo.

Procedure:

1. Have a stack of animal pictures nearby and flash the picture after "On the farm he had a __________," and have the children sing the name of the animal and its sound.

2. Sing the song through 3 or 4 times with the teacher suggesting animals and their sounds and the children following.

3. Then ask the children to raise their hands and take turns suggesting animals on Old MacDonald's Farm.

4. Try brainstorming and making a list on a large piece of butcher paper of all the animals you might find on a farm. Later, children or teacher could illustrate list and hang it up.

Variation:

1. Sing Old MacDonald had a zoo and let children select zoo animals; Old MacDonald had a haunted house (monsters, ghosts, robots, fantasy animals); Batcave? Space Station? Toy Store?

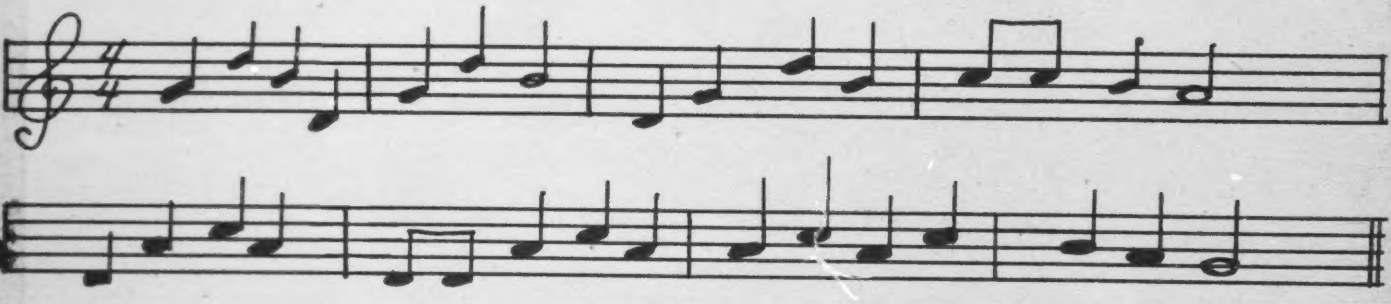
Area: MUSIC - Song: "Carrot Seed Song" **No. of children:** small or large group

This could nicely complement a lesson or unit on growing things.

Materials: A large variety of pictures of fruits and vegetables.

Song:

Carrots grow from carrot seeds
You plant a seed and grow it.
You water it and pull the weeds
Carrots grow from carrot seeds



Procedure:

1. Have children sitting in a circle. Sing the chorus through while holding up a picture of a carrot.

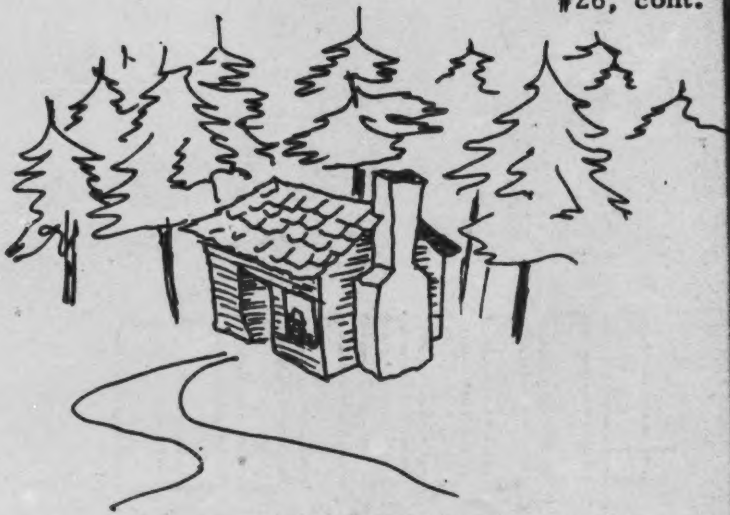
2. Change the picture and ask the kids, "What else grows from seeds?" When they have identified the picture, sing the chorus through again substituting the new fruit or vegetable for the carrot.

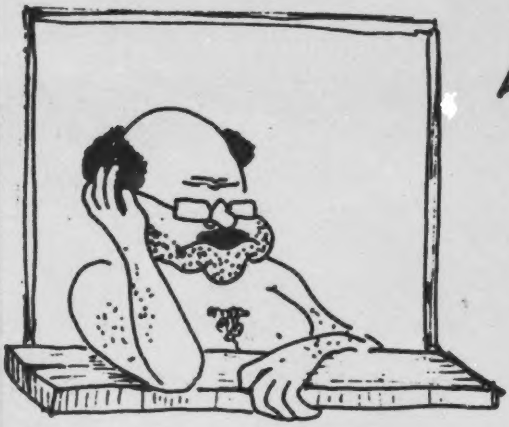
3. Ask the children to suggest what they like to eat that grows from seeds and use them in the song.

4. Discuss those things which grow from seeds and those which don't, e.g. "Do cars grow from seeds?"

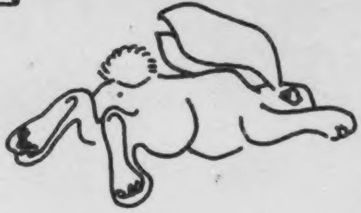
5. Expand the children's knowledge of how seeds grow by sprouting seeds in egg carton gardens.

Little cabin
in the woods,



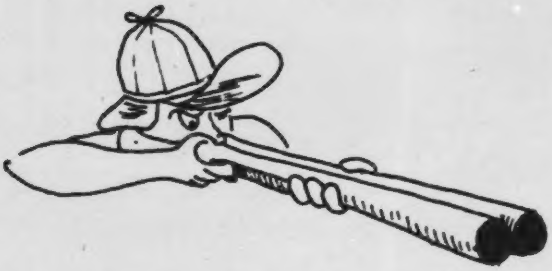


Little old man
by the window
stood.



Saw a rabbit
hopping by,
frightened as can be.

Help me! Help me!
the rabbit said.



Before the
hunter shoots me dead.

Come little
rabbit, come with me.

Oh, how happy
we shall be!

Area: MUSIC - "Pictorial Songbooks" **No. of children:** small or large group

Write up enough songs in this way over the year and you'll have a permanent class songbook that kids can "read" as they sing their favorites.

Objectives:

1. Interprets picture containing several ideas. (48-60 mo. Lang. IA)
2. "Reads" pictures. (48-60 mo. Lang. IB)
3. Identifies objects, actions in pictures. (24-29 mo. Lang. IB)

Materials: Large piece of butcher paper which can be tacked on wall and rolled up for storage or large (18" x 24") artist's sketch pad with spiral binding; felt pens or crayons; song texts.

Procedure:

1. Choose any songs that the children know and like and that can be easily represented visually, line by line.

2. Write out the words, line by line, in print large enough for the children to see and read easily. Leave enough space between lines and at the end of lines to allow for an illustration. You might lightly write in the words in pencil beforehand and then, in front of the children, write them out with dark felt pen, enunciating them or having the children dictate them.

3. Make a picture which illustrates the meaning of that line. Again, the pictures could be sketched in lightly beforehand and drawn in darker when the children are watching. Class artists might do some of the pictures or add the missing parts and details.

NOTE: See following pages for example.

SONGS:

BOOM! BOOM!

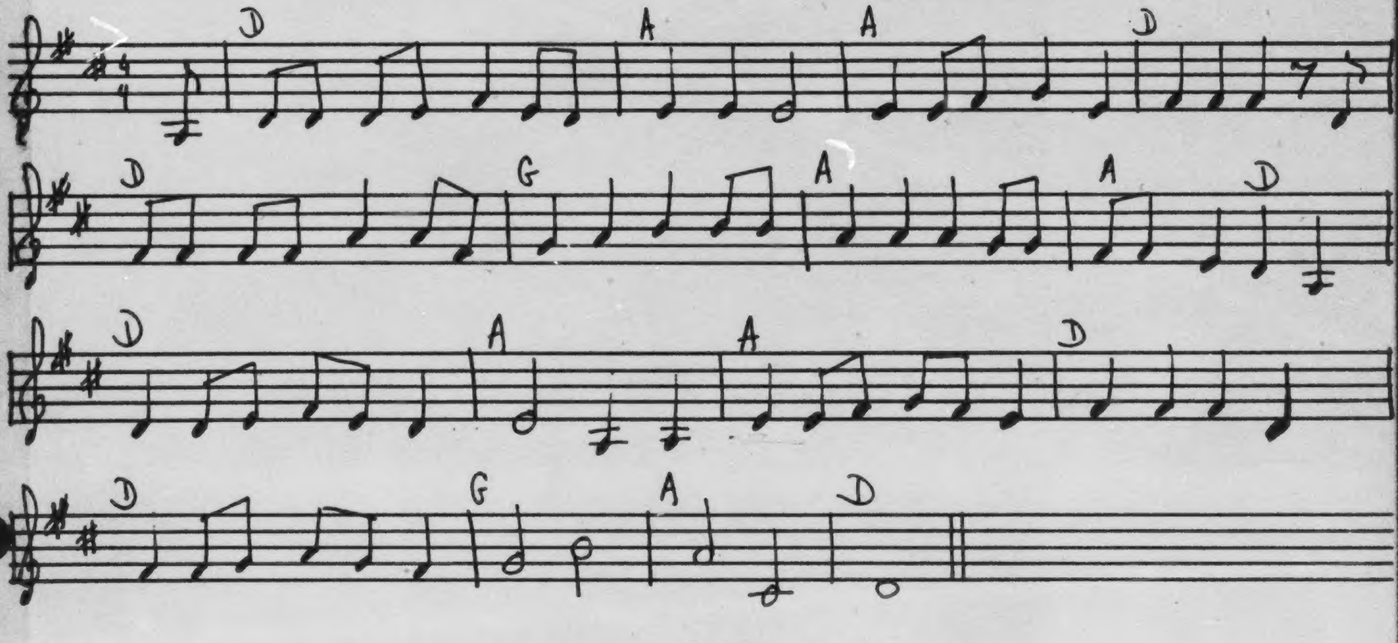
The horsey and the flea and the
Three Blind Mice,
Sat on a fence to play some dice.
The horsey slipped and fell
On the flea.
And the flea said, "Whoops!
There's a horsey on me!"

(CHORUS)

Boom! Boom!
You are drivin' me crazy.
Boom! Boom!
You are drivin' me
NUTS! NUTS! NUTS!
Boom! Boom!
You are drivin' me crazy.
Just like this.

(Repeat Boom! Boom! Chorus)

Boom! Boom!



#28

Area: MUSIC - "Introducing Rhythm Instruments" **No. of children"** small or large group

In this project children enact the concepts of slow, fast, loud, and soft. This is for drummers and conductors.

Objectives:

1. Understands concept of louder/softer. (48-60 mo. Cog. IIIB)
2. Imitates movements. (36-48 mo. GM IX)
3. Sways and moves body to music. (24-29 mo. Lang. IIIB)
4. Joins in singing. (24-30 mo. Lang. IIB)

Materials: Rhythm sticks. (Bamboo wind chimes can be disassembled yielding several sets of rhythm sticks.)

Procedure:

1. Seat children in a circle. Choose a familiar, simple song with a good, clear rhythm, such as "Row, Row, Row Your Boat," "Rock My Soul in the Bosom of Abraham," or "Joshua Fit the Battle of Jericho." Have the children sing along without using the rhythm sticks while the teacher sways and taps out a simple 1-2-3-4 rhythm along with the song. Children may begin swaying and clapping along with the song as they start getting the sense of the rhythm.

2. Pass out rhythm sticks, two per child. Sing the song again, this time with rhythm stick accompaniment.

3. Set up a signal system for children to follow, such as: teacher's rhythm sticks held wide apart means STOP! If this signal system is made fun, children will want to follow directions. Children can take turns "conducting" in this way.

4. Try other kinds of signals, e.g. when you play your sticks high over your head it means children should play LOUDLY, but when your sticks are played low to the ground it means play SOFTLY.

5. Try other songs.

Variations:

1. Have the kids stand and march in place or around the room to reinforce their feeling the rhythm.

2. Make signs saying LOUD and SOFT, FAST and SLOW, which children may take turns holding up to direct the group's playing.

3. One child walks or runs around the circle according to how slowly or fast the group is hitting the sticks. (S)he falls (or stands on one leg, etc.) the moment the rhythm beating stops.

Area: MUSIC - "Making Instruments: Bottle Cap Clackers"
No. of children: small group

Objectives:

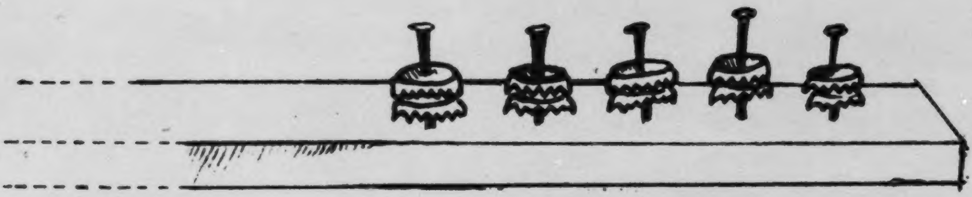
1. Hammers nails without assistance, (into wood).
2. Drive nails into soft materials (36-48 mo. FM II).
3. Has well developed handedness. (24-19 mo. FM III)
4. Begins to show hand preference. (18-23mo. FM III)

Materials: Pieces of wood approx. ½ x 1 x 8"; roofing nails, 1½" long; bottle caps with large nail hole punched in center (scrounge or buy from winemaking supply co.); hammers; carpentry bench or suitable area; paint and brushes (optional); sample of clacker made up for a model.

Procedure:

1. Give each child a piece of wood, 2 nails, and 4 or more bottle caps. Show children how to put 2 bottle caps on top of each other and on the wood so a nail may be easily driven part way into the wood. Remind children not to drive the nails too far in -- leave room for the bottle caps to rattle. Help the children by holding the nail if necessary. Let the children paint the instruments if they want.

2. Make music!



Variation:

1. Use styrofoam sticks for the very young. They break quickly but the hammering is fun.

#30

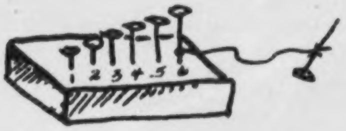
Area: MUSIC - "Making Instruments: Nail Xylophone: **No. of children:** 4-6

This is one of the best instrument-making projects we've done -- good skills practice, interesting results, and kids love it.

Objectives:

1. Differentiates the different tones made by the nails.
2. Matches numeral on block of wood to numeral on container.
3. Orders objects by size. (48-60 mo. Cog. IIIB)
4. Is able to identify object as "bigger than" or "smaller than". (36-48 mo. Cog. IIIB)

Materials: Six containers with nails varying from large to small. Each container is numbered to correspond to the size of the nail and the numbers on the wooden block, (smallest nails in No. 1 and largest in No. 6.); blocks of soft wood, about 2x8" with the numerals 1-6 written about an inch apart and a dot where the nail is to be driven; hammers; some pieces of string or yarn.



Procedure:

1. Gather children outside (if possible). Give each child a block and aks him/her to read the numerals 1 to 6. Show the children the containers of nails. Point out the numerals on the containers and explain that the nails must be hammered into the block in the right place in order to make a Nail Xylophone.

2. Let each child take a hammer and nail from Container #1. Help get the nails started (if necessary). As each child finishes hammering the first nails in ($\frac{1}{2}$" or so) ask which nail goes next. Remind child to check the block of wood and the container numerals to get the right nail. Continue until the Xylophones are completed.

3. Use a large nail for the strikers. Help children tie the striker onto the largest nail on the wood block with string or yarn.

4. Let children experiment with the Xylophones. Ask them which nail makes the highest tone? Lowest?

5. Play a Xylophone out of sight and ask the children which nail you are striking.

6. Sing some songs with Xylophone accompaniment.

#31

Area: MUSIC - "Making Twirl Drums" **No. of children:** 6-8

This instrument is especially good to make around Chinese New Year time (late January, early February). Use them in the New Year's Parade to make a pleasant rain-like noise and add to the general festivities.

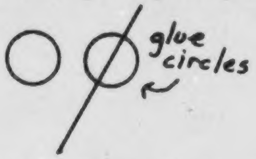
Objectives:

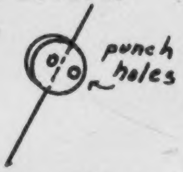
1. Can paste and glue. (48-60 mo. FM II)
2. Makes simple toys. (36-48 mo. FM IV)
3. Strings beads. (36-48 mo. FM II)

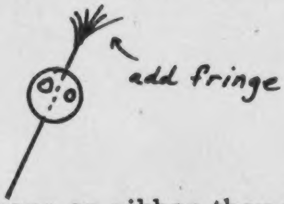
Materials: 12" bamboo skewers with sharp points removed; 3" circle of cardboard (2 per drum); beads (2 per drum); 8" lengths of twine on large needles; 2" lengths of tissue paper or ribbon; water colors or felt pens; glue; hole punch

Procedure:

1. Gather children at the table and pass out skewers, circles, and glue. Show children how to glue circles together with skewer between them. Place a dot on either side of the circle for the holes and let children punch holes, giving help as needed.

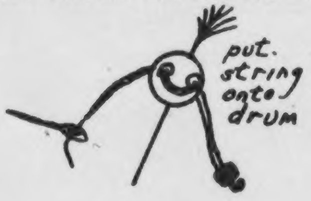


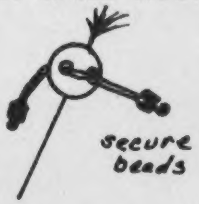


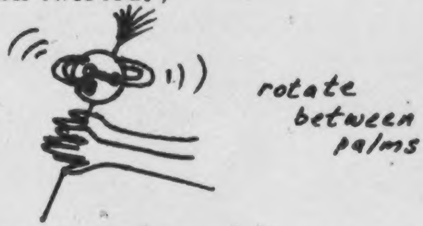


2. Let children choose the colors of tissue or ribbon they want and let them glue strips to the end of the skewer.

3. Give each child a needle threaded with twine and let each choose two beads. Have children string one bead, sew in and out of the two holes in the circle, and string the second bead. Remove needle, adjust the length of twine, and secure the bead with a knot. (The drums work best when the beads strike the center of the circle when twirled.)







4. Let children decorate the drums with water colors, felt pens, or tissue paper. Allow drums to dry.

5. The drum is played by rotating the stick between the palms of the hands. The beads strike the cardboard circles and make a novel drum sound. Children may enjoy trying to play two drums at once, one in each hand, rotating drums with wrist or finger motions.

NOTE: See MULTI-CULTURAL - "New Year's Parade"

Area: MUSIC - "Making Instruments: Cup Shakers"

No. of children: small group

Children finish their shakers quickly and get on to the rhythm games and sound descrimination. For movers and shakers.

Objectives:

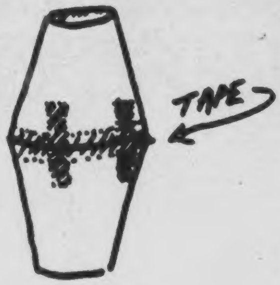
1. Draws meaningful designs. (48-60 mo. FM II)
2. Fills containers with mixture. (24-29 mo. FM I)
3. Makes simple drawing strokes. (18-21 mo. FM III)

Materials: Sytrofoam cups; masking tape; felt tip pens; bowl full of macaroni, beans, and rice mixed.

Procedure:

1. Have children seated at a table with the materials. Give each child one cup and show them your cup half filled with a mixture of rice, macaroni, and beans. Ask them to fill their cups half full.

2. Give the children another cup and show them how to put the two cup together, taping up and down in 3 or more places around the cups. After the cups are taped together fairly well, show children how to put tape around the seam between the two cups (the circumference).



3. Decorate the cups with felt pens.

4. SING! Shake your shakers!

Variations:

1. Have kids make rice, macaroni, or bean shakers. Compare the sounds and match the sounds the different ingredients make.

2. Do rhythm games with the finished instruments.

#33

Area: MUSIC - "Making Instruments: Sand-Block Instruments"

No. of children: 4-6

An excellent project that combines carpentry and rhythm skills.

Objectives:

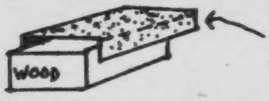
1. Builds simple toys. (36-48 mo. FM IV)
2. Understands spatial prepositions. (36-48 mo. Cog. IIID)
3. Drives nails into soft materials. (36-48 mo. FM II)
4. Has well developed handedness. (24-29 mo. FM III)

Materials: Small blocks of scrap lumber (soft wood) -- perhaps 4-6" pieces of 2x4's; sandpaper strips cut to fit over the blocks; long thumbtacks or roofing nails with big heads; hammers. If handles are desired on the sandblocks, smaller soft wood scraps or soft wooden molding can be nailed on the tops.

Procedure:

1. Explain to the children that they are going to make musical instruments to be used at their music time. Show them a pair of sandblocks and demonstrate their use by rubbing blocks together briskly and rhythmically. Pass them around for the children to try playing.

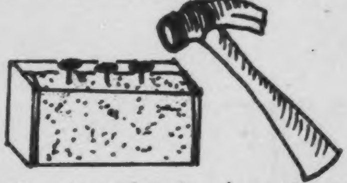
2. Ask children each to choose one piece of wood and one piece of sandpaper. Show them how sandpaper fits and folds over edges of wood blocks.



fold and smooth sandpaper over edge

3. Demonstrate nailing the sandpaper first on one side of the block and then onto the other.

Putting block on side makes hammering easier.

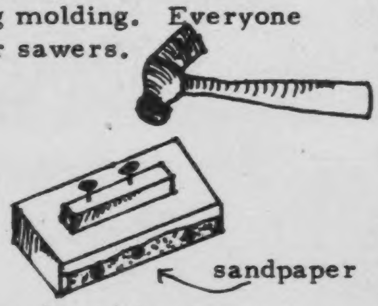


4. Ask children to count out and take 6 nails apiece (3 for each side) and hammer sandpaper to the sides of blocks as shown. Help younger children start nails. Show how to hold block with one hand and hammer with the other.

5. Children can put handles on blocks by measuring lengths of softwood molding to equal the lengths of blocks, marking and sawing molding. Everyone can try sawing. Try C-clamps to secure wood for younger sawers.

6. Help children start nails to attach handles. Handles may also be attached with white glue, but the instruments can't be used until the next day after the glue dries. Be sure to attach handles to the side of wood not covered by sandpaper.

7. Children could pair off to play their blocks and later bring the blocks to group -time to play as accompaniment to songs.



sandpaper

MATHEMATICS

The math unit is divided itno three general sections: numeral-number sets; shapes; and measurement. Within each section the lessons are ordered with easier, more basic projects at the beginning and lessons with higher level skills towards the end. All of the sections include fine motor skills such as tracing or writing numerals, language-cognitive skills such as counting, comparing size, and social skills including sharing, taking turns, and working in a group effort to achieve a goal.

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(Continued)

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39. Seriation - Ordering Objects by Size
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Area: MATH: "Magic Shell Game" **No. of children:** 6-10

Test your talent as a con artist -- it probably pays better than teaching.

Objectives:

1. Counts to 5 and answers how many. (48-54 mo. Cog, IIIC)
2. Puts small objects under cone. (24-30 mo. Cog. IIIC)
3. Sharing, getting acquainted. (SE IV)
4. Understands and follows single directions. "Put the _______ under the..." (24 mo. Lang. IA)

Materials:

Pennies or tokens; 3 cones or something to conceal objects (a block, number, shape, letter) under.

Procedures:

1. Ask each child how many pennies (s)he wants. Count them out and pass them over. Each child counts his/her pennies.

2. Teacher recreates the "shell game" by switching cones around. Each child in turn guesses which cone hides the object.

3. Whether or not the child guesses correctly, (s)he always gets a penny after each turn and again counts the pennies. After each child has a pile of pennies, other children (instead of teacher) pass pennies to the guesser.

Variation

1. Child chooses a letter, shape, or block to be the object hidden, then wins it after guessing where it might be.

2. Child might use letters he wins to spell words or own name.

#2

Area: MATH: Numerals and Number Sets "Apple Tree" **No. of children:** 6-8

An attractive gluing project which involves counting and writing out the numeral. Children can compare trees and count out each other's apples.

Objectives:

1. Writes numerals. (60-72 mo. FMIII)
2. Counts 10 apples and answers how many. (54-60 mo. Cog IIIC)
3. Match number set to numeral. (54-60 mo. Cog. IIIC)
4. Counts to 5 and answers how many. (54 mo. Cog IIIC)
5. Traces numerals. (36-48 mo. FM)

Materials:

White paper; pre-cut brown tree trunks, green tree tops, and red apples; paste.

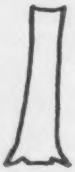
Procedure:

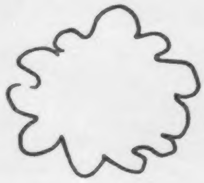
1. Give children pieces of white paper and have them paste on the tree trunks and tree tops.

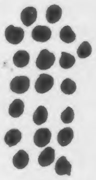
2. Have them next paste on the apples, counting as they go and continuing to keep track of the amount.

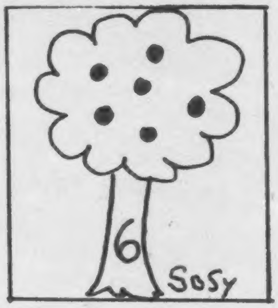
3. When finished, have them count up the total and copy or trace the numeral onto the tree trunk.

4. They can write their names on the bottoms and put their work up on the bulletin board.









Variation:

1. Large Group: On felt board, have large felt trunk and tree top. Numerous felt apples or birds in one box, felt numerals in another. Children take turns, one child placing a numeral or number set for another to come up and match.

Area: MATH: "Grocery Store" **No. of children:** 4-10

A great springboard for reality-based fantasy play. Consider involving lots of kids and having two or three adults to facilitate spinoff activities initiated by kids.

Objectives:

1. Matches numerals 1-10 with the corresponding number set. (48-60 mo. Cog. IIIC
2. Names items that one would find in a grocery store. (24-36 mo. Lang. IB)
3. Participates in group game. (SE I)

Materials: Grocery store set-up including empty cereal boxes, plastic fruit, empty food cans, etc. Put a price tag (1-10) on each item. Beans or button, etc. could be used for money, but pennies are best. Bags.

Procedure:

1. Gather children and tell them they may go shopping at a grocery store. Give each child 10 tokens as money to buy things. Give each child a bag to put groceries in.

2. Have children come over to the store set-up and have them tell you what they would like to buy. If a child can read the numerals have him/her count out the tokens needed to buy the item. For the younger child, when (s)he indicates what (s)he would like to buy, read him/her the numeral and have the child count out necessary money. An older child could play the role of cashier (a play register would be fun).

3. When each child has exhausted his/her cash, (s)he can take goods to the playhouse where the fantasy might be extended to include preparing a pretend meal with other kids using the food bought.

4. It might also be useful to have the children reassemble in a group to discuss what they have purchased.

Variations:

See "The Restaurant," "The Shoe Store," "The Movie Theater." in the DRAMATIC ARTS Section

#4

Area: MATH: "Slap Cat Card Game" No. of children: 4-6

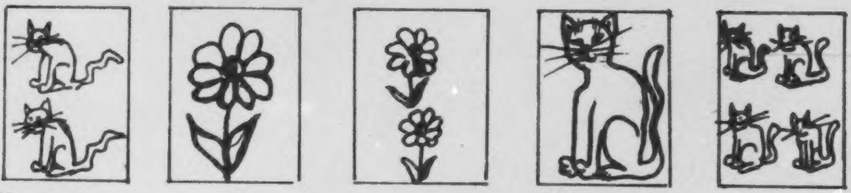
Playing cards and keeping visual track of the action makes this an absorbing table project for teaching counting.

Objectives:

1. Counts to 10 and remembers amount. (54-60 mo. Cog. IIIC)
2. Counts to 5 and remembers amount. (48-54 mo. Cog. IIIC)
3. Identifies picture of common objects. (21-24 mo. Lang. IB)

Materials:

Number set cards--from 1-10, about 5 sets (cats, shapes, ducks, flowers, any symbol can substitute for the card with cats); popcorn, cereal, raisins, tokens, etc.



Procedure:

1. Have children sit around a small table with teacher. The teacher will hold the deck of cards and flip them face up in the middle of the table, one at a time.

2. Explain that when a card with cats on it is flipped up, they are to slap it. Whoever does it first gets to count the number of cats and count out the same number of food pieces.

3. Proceed in this fashion having children tune into the "cat cards." Help younger child with verbal cues.

4. Give the other children one or two food pieces each also whenever a cat card is properly slapped.

5. Reshuffle when the cards are used up. Children could take turns being dealer.

Variations:

1. Slap other attributes: things that are round, make noise, are alive, have yellow on them, etc.

2. Give tokens for cards slapped. At the end of the game tokens are "traded" for food.

3. Game works well without rewards also.

4. For younger children, use cards with fewer pictures.(i.e. 1-5).

5. Deal one card to 1st child, then second card to 2nd child, etc. around the table: this takes some of the anxiety away.

6. Experiment with forms of funny penalties for children who purposely slap the wrong card.

Area: MATH-Matching Numeral and Number **No. of children:** 4-6

An old standard numeral/number matching project using easy materials.

Objectives:

1. Understands number concepts to 10. Matches numeral to to number set. (54-60 mo. Cog. IIIC)
2. Counts objects 1 through 10; answers how many. (54-60 mo. Cog. IIIC)
3. Understands number concept up to 5. Matches numerals to number set. (54 mo. Cog IIIC)
4. Recognizes amount: 1, 2 and 3. (36-48 mo. Cog IIIC)
5. Understands concept of 1. (36-48 mo. Cog. IIIC)

Materials:

Flash cards with numerals 1-10. Cottage cheese tubs with numeral written on outside. Lots of 1" colored cubes.

Procedures:

1. Begin by holding up flash cards and asking kids to identify numerals (1-5 or,simpler, 1-3) in order and out of order.

2. Next put out the tubs and ask the children to count corresponding amount of cubes into tubs. Empty tubs.

3. Then hold up the flash card as a cue for how many cubes to put into which tub.

4. See if they can begin to recognize groups of 1, 2, 3, or 4 cubes on table without counting.

5. To make more challenging, use numerals and number sets up to 10. To make easy, use 1, 2, and 3 only.

Variations:

1. Have children count from 1-5 or 1-10 in Spanish and English.

2. Each child has ½ of an egg carton with numerals taped in compartments and own set of beans to play the above games with.

3. Have a younger child put one block into a specified tub.

See Tom & Muriel Feelings, Mojo Means One, for Swahili words for 1 to 10.

#6

Area: MATH: Numerals and Number Sets "Fishing for Styrofoam Bits" **No. of children:** 6-8

A good fine motor as well as math project which involves pincer grasp and eye-hand coordination skills.

Objectives:

1. Counts 1-10 and answers how many. (54-60 mo. Cog. IIIC)
2. Able to match number set to numerals. (54-60 mo. Cog IIIC)
3. Glues styrofoam bits onto paper. (48-60 mo. FMII)
4. Picks up bits with clothes pins. (FM, Eye-Hand Coordination)

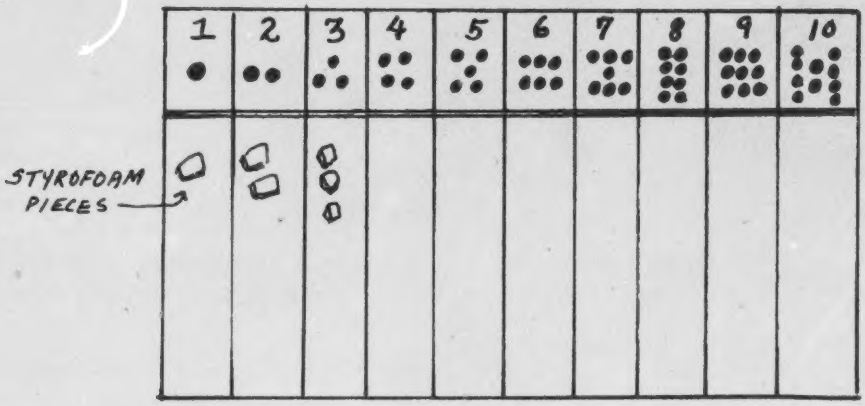
Materials: Individual cups of styrofoam bits (packing pellets); pinch-type clothes pins; glue; pre-made charts to paste bits onto with correct number of setsof bits drawn under each written numeral.

Procedure:

1. Seat children around table. Give each child a cup of styrofoam bits, a clothes pin, and a pre-made chart with numerals and number sets. Older children can have papers with numerals only.

2. Explain and demonstrate that they are to pick up (fish for) bits from the cup using the clothes pin. Then glue the sytrofoam onto the paper. (Kids may want to color bits before gluing them or draw design around them once glued.) Glue one bit under the numeral 1; two bits under the numeral 2, etc.

3. Let children take their counting charts home.



#7

Area: MATH-Matching numerals and number sets, "Fishing Game" **No. of children:** 6-8

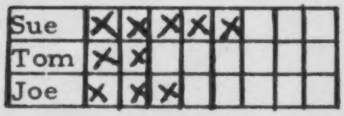
The novelty of going "fishing" makes this a good vehicle for teaching numerals and number sets.

Objectives:

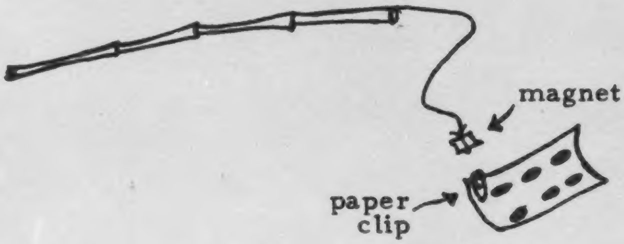
1. Matches numeral with number set up to 10. (54-60 mo. Cog. IIIC)
2. Recognizes numerals. (54-60 mo. Cog.)
3. Counts to 10, answers how many. (54-60 mo. Cog. IIIC)
4. Writes or traces name. Writes (60-72 mo), Traces (48 mo.) (FM III)
5. Understands concept of magnetism.
6. Eye-hand coordination.

Materials:

Wooden or cardboard numerals; Number-set cards* each with a paper clip. Fishing poles (2' bamboo plant stakes are great) with wire and magnets on ends. Large blank chart pinned on the wall.



Sue	X	X	X	X	X			
Tom	X	X						
Joe	X	X	X					



Procedure:

1. Have children stand behind a barrier for purposes of fishing. Have them choose numerals from a bag.

2. When they have chosen numerals, ask them to fish for the corresponding number set.

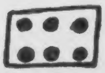
3. When they have matched correctly the numeral and number sets, ask them to write their names on the chart and put X after their names.

4. Repeat many times helping younger children count sets and recognize numerals. Each child puts an X after his/her name each time (s)he matches a numeral and number.

5. When the fishing is over, have them count up the number of X's they have.

Variation:

1. Let kids fish for anything. When a child catches something, (s)he must then catch a corresponding number set or numeral to put an X on the chart.

* A number-set is like $\frac{1}{2}$ a domino. The number set is . The numeral is 6.

#8

Area: MATH (Writing) - Printing Number; Number Puzzle

No. of children: 4-6

Basic skills project with lots of room to add your own inspired touches.

Objectives:

1. Prints numerals 1-5. (60-72 mo. FM III)
2. Counts objects to 5 and answers how many. (48-54 mo. Cog. IIIC)
3. Recognizes numerals 1-5 and matches to number set. (54-60 mo. Cog. IIIC)
4. One-to-one correspondence with objects that have meaningful relationship. (36-48 mo. Cog. IIIC)
5. Traces numbers. (36-48 mo. FM)
6. Counts to 2 objects, pointing to each. (36-48 mo. Cog. IIIC)

Materials: Number puzzle (can use Judy puzzle or make your own); pens; paper shapes or gummed circles, chips, or cubes.

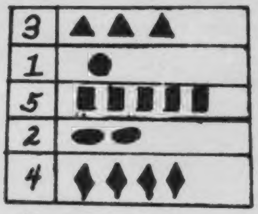
Procedure:

1. Set out the puzzle and have children count out pegs for corresponding numerals. They should count aloud, say the amount, and then match numeral to number set.

2. Give them paper and pens and have them copy or trace the numerals onto the left hand side of paper which is divided by 5 horizontal lines and one vertical line.

3. Next they should draw any shape they like or stick gummed circles on the right to correspond to the numerals on the left side.

To simplify project, have children trace the numbers and count out pegs or chips for the equivalent amount. Another alternative would be to have them paste paper shapes instead of drawing them.



Variations:

1. To make this project more interesting, have sets (to be glued on the right side) which are thematic or seasonal (bats, witch hats, jack-o-lanterns, etc. or candy canes, Christmas trees, bells. etc.) Or have the children draw in their own.

#9

Area: MATH-Sorting Shoes **No. of children:** 8-10

A good group event which actively involves all the kids--easier on the teacher if kids have good self-help skills in shoes and socks.

Objectives:

1. Prints capital letters of own name. (60-72 mo. FM III)
2. Counts to 5 and answers how many (shoes, socks?). (48-54 mo. Cog IIIC)
3. Names type of shoe.
4. Matches familiar, similar objects. (24-36 mo. Cog. IIIA)

Materials:

String; hard shoe; tennis shoe; sandal (shoes will be supplied by children).

Procedure:

1. In a big space, have children sit in a circle. Each child takes off one shoe.

2. Take a hard shoe, tennis shoe, and sandal and put them in the center. Place a string around each shoe to represent "sets."

3. Each child tells what kind of shoe (s)he has. Each child puts own shoe inside the appropriate set.

4. Make a big chart showing kinds of shoes. Count number of shoes in each area while charting.

5. Have each type of shoe represented by a different color. Children can color or write their initials in squares to show what kind of shoes they have.

Hard	▨	▨							
Tennis	▨	▨	▨	▨	▨				
Sandal	▨								
Boot	▨	▨							

6. A new game could evolve by having shoes piled in the center of circle and having children take turns taking a shoe and finding the owner.

Variations:

1. Chart socks (tights, short socks, no socks.)
2. Make similar chart for hair color, eye color, etc.

#10

Area: MATH: "Bowling Alley" **No. of children**: 6-10 (2 alleys) small grp.

A catchy, active game which involves various roles and turn-taking as well as teaches number-numeral concepts.

Objectives:

1. Prints numerals 1-5. (60-72 mo. FMIII)
2. Counts 10 objects. (54-60 mo. Cog. IIIC)
3. Counts 5 objects. (48-54 mo. Cog. IIIC)
4. Hurls ball in forward direction. (30-36 mo. GM VII)

Materials:

Ten $\frac{1}{2}$ gallon milk cartons with tops stapled shut; a heavy, medium-sized ball; masking tape; butcher paper; felt markers.

Set cartons up like bowling pins with lines marked off with tape for sides of alley. Also tape perpendicular lines at 6, 9, and 12 feet from the pins.

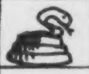
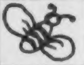
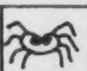
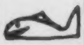
Procedure:

1. One child rolls ball twice and counts how many pins (s)he has knocked over. A second child has the responsibility of clearing away the fallen pins and re-setting them after second roll. Another child could keep score by tracing or writing with assistance the number of fallen pins on a grid on butcher paper while the rest of the group waits in line. Have the "working" children be "next" for bowling turns. Let younger children stand nearer the pins to roll the ball.

Variations:

1. Make the game more complicated by using 15 large tin cans stacked -- (more noise and fun to knock down) with one of four different pictures -- bat, shark, snake, spider-- on each can. Children try to predict what they will knock down. To accomodate more kids, use two alleys. Each child counts and keeps own score on chart -- counting only the kind of can he was aiming for and marking a tally line under the appropriate picture. A child serves as pinsetter.

2. Let the child restack cans after she rolls. Then let her record her score in the grid.

NAME				
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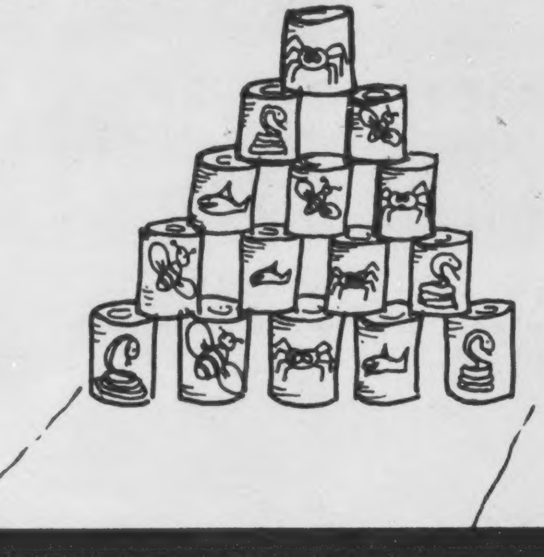


#11

Area: MATH: "Peanut Hunt" **No. of children:** 6-10

An exciting hunting game which later involves counting out and graphing the edible goods.

Objectives:

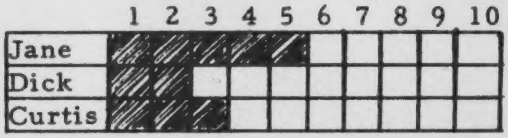
1. Seeing two rows of objects the same length, makes one-to-one comparison to determine if same or not the same number of objects. (60-72 mo. Cog. IIIC)
2. Writes capitals of name. (60-72 mo. FMIII)
3. Able to order objects by quantity (a lot vs. a little). (48-60 mo. Cog. IIIA)
4. Counts to 10 and answers how many. (54-60 mo. Cog. IIIC)
5. Counts 2 to 5 objects and answers how many. (36-54 mo. Co. g IIIC)

Materials: Peanuts hidden around classroom or play yard; graph paper; small paper bags.

Procedure:

1. Teacher explains to kids that there are peanuts hidden for them to find and put in their bags.

2. After the kids find all the peanuts, have them bring them together to count. Let the kids take turns writing names and coloring in boxes on a bar graph to represent the quantity they found.



	1	2	3	4	5	6	7	8	9	10
Jane	▨	▨	▨	▨	▨					
Dick	▨	▨								
Curtis	▨	▨	▨							

3. Teacher asks, "Which lines are equal? Who has the most? Who has the least?" etc.

4. Extension: If possible, hide (or have previously hidden) a second batch of peanuts in another area for a second hunt. Have children chart how many found the second time using different color felt pen on same graph or make another. Then each child can compare how many found first and second hunts.

Variations:

1. Graph where peanuts where found by area, or graph how many had 1, 2, or 3 nuts inside the shell, etc.

2. Don't hide any peanuts but have them look anyway -- teaching them to deal with disappointment.

Area: MATH-Counting: "Food Necklaces" **No. of children:** 6-8

If all else fails, try this one. Since we found that kids ate hard macaroni necklaces anyway, we decided to make truly edible necklaces and include counting skills.

Objectives:

1. Counts to 10 and answers how many. (48-60 mo. Cog. IIIC)
2. Writes name. (60-72 mo. FMIII)
3. Counts to 5. (48-54 mo. Cog. IIIC)
4. Groups and counts food by attribute. (36-48 mo. Cog. IIIA)
5. Cuts with a knife. (36-48 mo. SH I)

Materials:

4 of the following (or any food that can be strung) --- Cheezit crackers, marshmallows, sliced carrots, raisins, cranberries, popcorn, sliced raw string beans, celery...all in separate containers. Appropriate knives; large embroidery needles; heavy duty thread; chart with foods illustrated across top and room for the child's name down the left side.

Procedure:

1. Have the food put in separate containers. Children can help slice food into stringable pieces. Give each child a needle and thread (knotted at end) and have him/her string food in whatever order and quantities (s)he wants. Have them talk about and describe food they are stringing.

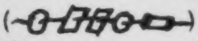
2. As they finish, have them go up to the chart and write their name in a space on the left. (Teachers can help younger children by having them trace their names.)

3. Next they look at the top of the chart for the food symbols. They should count the amount of each food (e.g. 6 raisins, 3 crackers) and write or trace the numeral in the same row as their name and under the proper category.

4. If appropriate, they can then count how much "food" there is altogether on their necklace, and teacher can enter the numeral in a TOTAL column on the far right of the chart.

5. Teacher ties off necklaces or helps children tie knots.

Variation:

Patterns: Teacher can draw (on cards) simple to complex patterns () for children to try copying. Children can make patterns on their own necklaces for others to try duplicating. They might want to draw patterns they made themselves. Encourage left to right progression.

#13

Area: MATH - "Mr. Math's Equations" **No. of children:** large group

An introduction to equations in which the excitement of a puppet as a teacher and the felt board make it visually interesting.

Objectives:

1. To introduce concept of equations.
2. Recognizes number sets when added together.
3. Counts 1-5 and remembers amount. (48-54 mo. Cog. IIIC)

Materials: Felt pieces of equal (=) signs, addition (+) signs, 10 circles, squares, birds, etc. Felt numbers; felt board; Mr. Math puppet.

Procedure:

1. Mr. Math comes out and explains to the children that he is going to teach them how to add things together. He explains that a plus (+) sign means you should put things together. Explain that "equals" means what you have all together.

2. Mr. Math puts up a number set equation, ● + ● + ●●, saying "one plus one equals two." He puts the numeral equation underneath, 1 + 1 = 2.

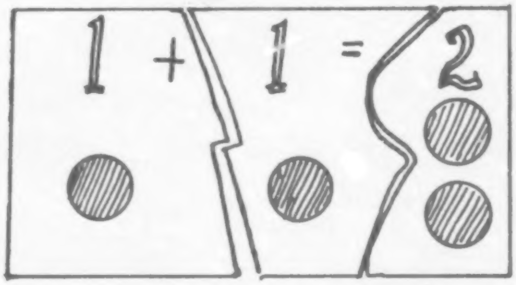
Repeat several sets of matching number set and numeral equations as Mr. Math induces them to all repeat the wording of the equation together, i.e. "One plus two equals three." 1 + 2 = 3
● + ●● + ●●●

4. Children can take turns placing corresponding numeral or set of objects in first part of equation, or completing the "answer" side of the equation.

Variations:

1. Use real children to make equations with children holding large cardboard plus and equal signs.

2. Small group table activity: Same idea using IBM cards, glue, and gummed circles or construction paper circles. Write out equation in numerals in yellow marker or pencil. Children trace numeral and paste appropriate number of shapes below it. When they finish, teacher cuts up card into three pieces. Children must put puzzle together again.



#14

Area: MATH- "Paper Airplanes" **No. of children:** 6-8

This project needs little preparation and is a way of attracting a lot of children for work in receptive language and math skills.

Objectives:

1. Matches corresponding numeral to number set. (54-60 mo. Cog IIIC)
2. Writes numbers 1-5. (48-54 mo. FM III)
3. Counts to 5 and remembers amount. (48-54 mo. Cog. IIIC)
4. Traces numbers. (36-48 mo. FM)
5. Discriminates prepositions ("in," "on," "under," "off," "above"). (30-48 mo. Lang. IA)

Materials: 8x11" heavy paper; felt pens.

Procedure:

1. Give each child a piece of paper with folding out line drawn and a series of dots in number sets.

2. The kids decode the message by counting the dots in the number set and writing the corresponding numerals next to it.

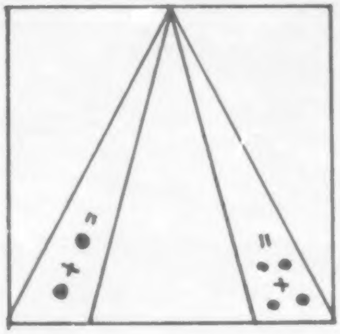
3. When they are finished with decoding each number set, they can have their airplanes folded up by the teacher. Some children can help in folding along lines. Staple or tape the bottom for a sturdier plane.

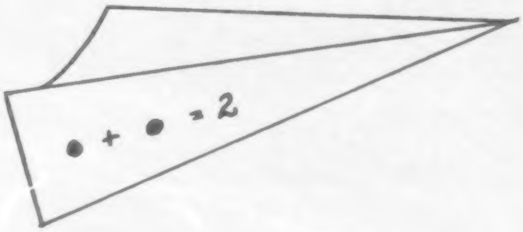
4. The children can also color the airplanes when they are finished decoding.

5. Younger children can count the dots and trace the numeral. Numerals could be written on their planes for them to draw in corresponding number sets.

6. For older children, make dot equation ●● + ●● = ∷ or ●●+●● = ☐. They can fill in numerals and solve equation.

7. Make sure there is a good open space for flying planes as each child finishes making one. Sometimes challenges can be set up to help develop control and accuracy in flying the planes. (Fly planes to each other, under the board, through the hoop, over the arm, etc.





#15

Area: MATH- "Number and Color Bingo" No. of children: 4-6

A good table game project which, once made up, needs little preparation and involves practice in visual perception as well as math skills.

Objectives:

1. Recognizes numerals 1-5. (48-60 mo. Cog)
2. Recognizes 4 colors: red, yellow, blue, green. (48-60 mo. Lang. IB)
3. Visually discriminates number/color slot.
4. Visual perception practice.

Materials: Color-number Bingo cards; 6" square tagboard with 5 numerals across top with 4 colored gummed circles under each number. Matching cards with colored circle and a number written inside it. Raisins, popcorn, cereal, or cracker pieces in individual cups, 1per player .

Procedure:

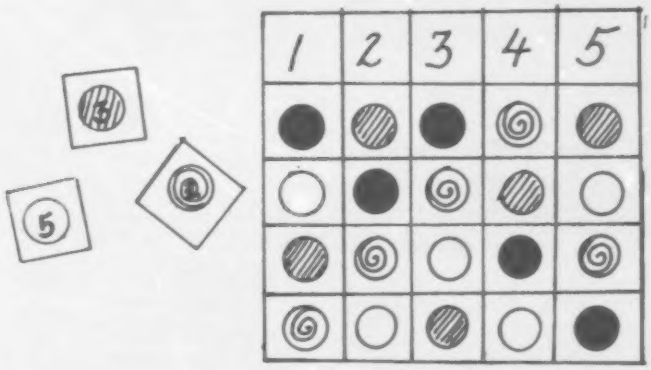
1. Pass out a bingo card to each child. Let children take turns choosing (from a hat) a bingo circle and announcing the color-numeral combination (e.g. 4-green). Have each child put finger on the numeral (4), look down the row for the color (green), and put a food marker on it.

2. Whenever a player gets 4 markers in a row, it's a Bingo for that player who can then count out and eat the markers on his/her board. The others keep playing, getting Bingos and starting all over or giving their boards to others who wish to play.

5. As the children become familiar with the game (or for older children), make elaborations such as having the caller clap, jump, tap, wink, whistle the number (s)he draws, or giving a riddle for the color, such as "It's 4 and the color of the sky."

Variations:

1. Make Bingo cards with same format except use 5 colors instead of 4. This way all boards will not always have a 5-green, for example, and children will not have a color-# spot on their board for every single turn.



#16

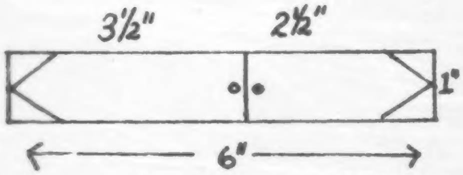
Area: MATH - "Paper Plate Clocks" **No. of children:** 4-6

The fun of actually making a clock and counting out and pasting on the numerals makes this a very popular activity.

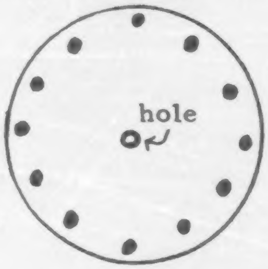
Objectives:

1. Relates clock to daily schedule. (60-72 mo. Cog. IIIE)
2. Writes numerals. (60-72 mo. FM III)
3. Counts 1-12, remembers amount. (54-60 mo. Cog. IIIC)
4. Able to tell what happens morning, afternoon, night. (48-60 mo. Lang IIA)
5. Makes size comparisons (bigger, smaller). (48-60 mo. Lang. IIA)

Materials: All colors of gummed circles; large paper circle; paper plates marked with dots to show where numbers go; construction paper or thin cardboard strips about 6"; brass brads; felt pens or fat pencils; hole puncher.



Predrawn strip for clock hands



paper plate with dots

Procedure:

1. Each child takes from center of table a paper plate, a cardboard strip, and a brad. Help each child count out 12 gummed circles. Teacher has previously marked paper plates so each child starts at the top and licks and places gummed circles on each of the twelve spots marked on the plate.

2. Write lightly the numerals of a clock for younger children to trace over on the circles as kids count along. Older children are referred to a model clock nearby on the wall from which to copy numbers. Some will be able to visualize a clock and write numerals 1-12 without much trouble. Watch for and help children correct reversals in numerals by referring to the model clock.

3. Numerals completed, ask children to try to make two pointers by cutting the cardboard strips along the lines marked. When pointers are cut out, children can punch a hole in each (on the dots) with a hole puncher.

4. Ask kids to try to figure out how to attach hands of clock with a brad. Offer hints or help those who get frustrated.

5. Give a brief lesson on telling the hour of the clock. (When longer hand points to 12, the shorter hand tells what hour it is.) Have kids practice saying 1 o'clock, 2 o'clock, etc. Before each child leaves the project, give a few moments of individual practice on telling the hour. Discuss how the clock looks when they arrive at school, go home, go to bed, etc. Some will get it, some won't.

Area: MATH - "Mail Carrier Game" **No. of children:** 6-8

This project may be done over several days. Fun to do around Valentine's Day. Leave the "neighborhood" displayed in the classroom for a week or two and elaborate on the game.

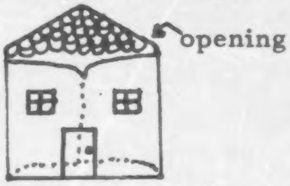
Objectives:

1. Knowledge of community roles. (60-72 mo. Cog. II)
2. Prints numerals. (60-72 mo. FM III)
3. Matches numeral sequence to same numeral sequence.
4. Classifies objects by use. (Why do we have houses?) (48-60 mo. Lang IIA)
5. Copies cross, square, circle. (36-48 mo FM III)

Materials: Large manila envelopes; small envelopes; felt pens; small pretend mail pouch; paper strips; large sheet of butcher paper; toy mailbox or shoe box with mail slot; play postage stamps (optional)

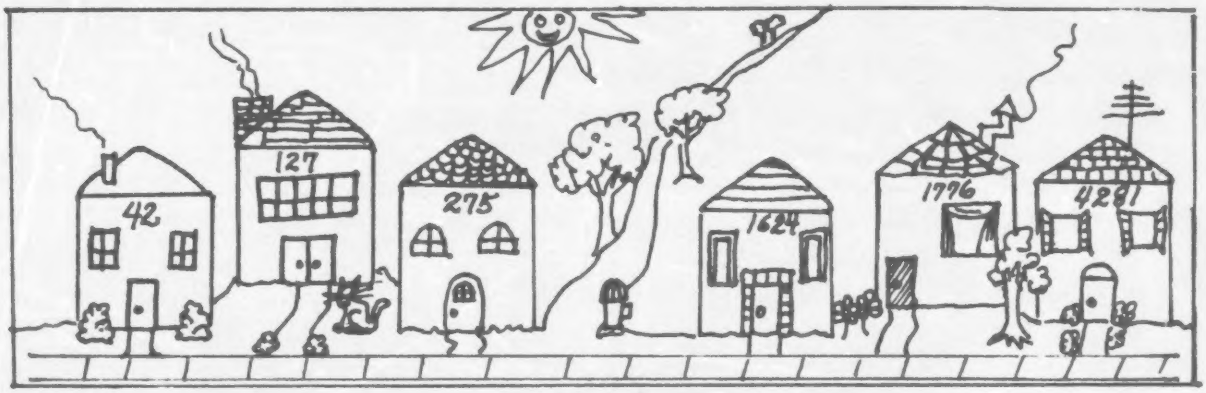
Procedure:

1. Gather children at a table and give each a large manila envelope. Open envelopes and, using flap for roof, have children draw windows, doors, etc.



2. Let children glue their houses to the butcher paper. They usually want to live near their friends.

3. Develop the neighborhood by adding streets (help with this), trees, grass, flowers by their homes, birds, pets, whatever. Post low on wall.



4. Give each child a strip of paper and ask him/her to choose a house number using one to four numerals. Help children write (or trace) this address on their strip of paper. Copy the number the child has chosen on his/her house.

OVER

5. Give each child a small envelope and paper to make letters or greeting cards. Keep the messages simple to elicit quantity. Children may address the envelopes to themselves or other children. Encourage children to ask each other for the proper house number.

6. Children may add stamps and drop letters in mailbox.

7. When several letters are in the mailbox, choose a letter carrier to deliver the letters to the houses. The mailperson must match the numeral sequences on the envelopes to the sequences on the houses. Children take turns delivering mail.

8. At the end of the day, children may take home their mail.

Extension: Leave materials for letter writing around so that children can write and mail letters to selves or friends during free time. Choose one or two letter carriers each day to deliver mail at some regular time. Teachers may write letters from Anonymous Friends, the Mix-Up Monster, Mr. Math, or others to be sure nobody gets left out.

Variation:

1. See: LANGUAGE ARTS - "Home Address"

#18

Area: MATH: Geometry-Introducing Circles **No. of child:** 4-6/large group

Using an element of mystery and discovery, a good large group activity to introduce a basic concept. The variations are good small group follow-up activities that can be adapted to the needs of your group.

Objectives:

1. Finds similar shape (to that shown) in the environment. (48 mo. Cog. IID)
2. When shown two objects, tells how they are the same or not the same. (36-48 mo. Cog. IIIA)
3. Uses negative statement, "circle" and "not circle." (30-36 mo. Lang.IIIA)
4. Matches identical objects. (24 mo. Cog. IIIA)
5. Approximates the word "circle" and points to it. (12-18 mo. Lang. IA)

Materials: Flannel board; box of felt circles (same size) and assortment of other shapes; treasure box with felt circle inside; yarn

Procedures:

1. Hide treasure box with felt circle inside. Can the children find it and guess what's inside?

2. Open the box and place circle on flannel board, identifying the shape as a circle.

3. Place piece of yarn around circle or board. Remove felt circle. Identify yarn shape as a circle and as a curved line whose ends meet.

4. Replacing felt circle on board, show box full of felt circles and other shapes. Children take turns closing eyes, choosing a shape and placing it next to circle on board. Do the shapes match? Circles are left on the board and other shapes are taken off. Continue until each child has a turn and/or each shape in the box has been identified as a "circle" or "not a circle."

5. Can the children think of some circles they see every day? (plate, record, wheel, pizza, sign, etc.) Have them look around the room for circles and when they spot one, raise a hand. To the tune of "Did you ever see a Lassie?" you might sing "Did you ever see a circle, a circle, a circle? If you see a circle, (Tim) show us one now."

NOTE: "Circle" is a difficult word for young children to pronounce. Accept any close approximation.

Variations: After introducing circles, try the following:

1. Paste circle on top of poster paper. Have children hunt through magazines and catalogues for objects incorporating circles. Children cut and paste on circle display.
2. Drawing: Pass out large piece of paper with predrawn circles. Children may work separately or in groups and make pictures using these shapes.

3. Fine Motor: Paper chains. Children paste pre-cut strips of colored paper to make chains. Discuss straight and curved lines. Paper chains make good party decorations. (Black and orange-Hallowe'en; red and green-Christmas, etc.)
4. Play a game in which children themselves form a circle.
5. Adapt this lesson plan for use with other shapes.

Area: MATH: Geometry-Drawing Circles No. of child.: 4/6

A jazzy way to present a simple concept for children with limited concept vocabulary.

Objectives:

1. Copies drawing of pre-drawn circle. (36-48 mo. FMIII)
2. Uses shapes to describe an object (circle). (36-38 mo . Cog.I)
3. Imitates circular strokes in scribbling. (24-29 mo. FM III)
4. Draws circular shapes on easel. (30-35 mo. FM III)
5. Approximates the word "circle" and points to it or mural paper taped on wall. (12-18 mo. Lang. IA)

Materials: Chalkboard and chalk--or large easel; paper and crayons; record player; treasure box with a circle and puppet with hands inside (Mr. Math); shape frames and/or objects (lids or bowls).

Procedures:

1. Using a carnival barker's voice, "And now here's that special shape we met before!" Small fanfare and clapping. "Daa daa...daa daa! Circle! And look who in the treasure box with 'Circle'...it's Mr. Math!" He greets children with own special voice. Then says, "I'm going to help you learn more about circles... how to draw them and what they can do!

2. Take this magic chalk (pass out invisible chalk). You know it's magic because you can't see it! Are you ready to draw a circle?" Turn your back to and have Mr. Math begin to draw circle in the air, beginning at top and going counterclockwise, chanting "Around we go and back to the top. Everybody now, fingers up high! Here we go! (Repeat chant) Again now, I want to see you and hear you." Mr. Math can guide the movements of those having trouble.

3. Mr. Math continues. "You can draw circles very well with my magic chalk. Now let's sit at this table and draw some circles you can see and take home." Provide shape frames to trace inside or circular objects to trace around. The children may draw freehand if they wish. Encourage them to start at the top and repeat the chant as they draw. Ask, "What is this?" Expect answer, "A circle." Model response if necessary. Encourage freedom of movement and large arm movements by having the children draw to music. Allow children to take their papers home or display them in the room.

Variations:

1. Shape trees. Decorate a tree branch with circle shapes. Add new shapes to the branch as they are taught ormake a different tree for each new shape. Each child might enjoy making a smaller shape tree to take home.

2. Make a large shape mobile to hang in the classroom, adding new shapes as they are introduced.

3. Dance "Circle Dance." Place large circles and other shapes on floor. Play music and have children dance or skip. Stop music and call "Circle." Each child should run and stand on a circle. Children may share same circle. As other shapes are taught, their names may be called out.

#20

Area: MATH: Geometry-Introducing Squares "Square Eater" **No. of child.:** 4-6/large group

Another puppet personality to stimulate interest in learning shapes.

Objectives:

1. Identifies and draws many possible objects from square shapes.
2. Prints or traces simple words. (60 mo. FM III)
3. Copies a square. (48-60 mo. FM III)
4. Traces a square. (36 mo. FM III)
5. Points to and/or labels square. (18-24 mo. Cog.)

Materials: Mr. Math puppet; treasure box with felt square inside; flannel board; several colors and sizes of felt squares; "Shape-Eater Puppet" with moveable mouth.

Procedures:

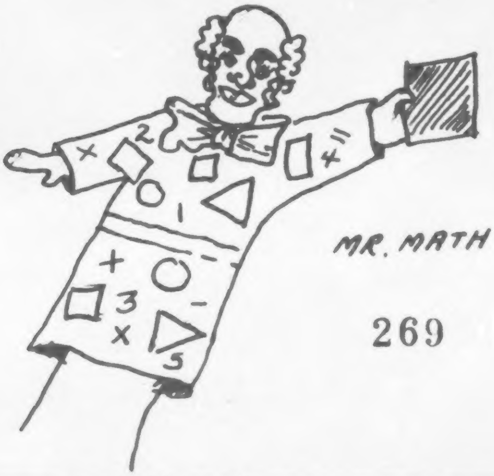
1. Mr. Math, in his special voice, asks children to find hidden treasure box. A shape is found inside and is identified by Mr. Math. "This shape is a square." Put it on flannel board and have children describe it, helping them to see it has four corners and four sides the same size. Turn the square to different positions and identify it each time. Show felt squares of different colors and sizes; identify each.

2. Place assortment of squares, circles, and triangles on table. Mr. Math introduces his friend. "I want you to meet a friend of mine. She only eats squares --- so she is called "Square-Eater." Mr. Math disappears. "Hi kids! I'm so hungry! I'm just starved! I haven't eaten a good square meal for days! Do you have any squares to feed me?" Children feed her squares. She relishes squares but rejects other shapes. (Be careful not to make feeding the wrong shape more exciting than feeding squares.) "Thanks, kids! That was a delicious dinner. I'll come back again when you get some of my favorite food. What is it? Say it again-- I love that word---Squares!"

Variations:

1. Square-Eater can become Shape-Eater and call for different shapes as children become familiar with them.

2. Have children make Shape-Eater paper bag puppets.



Area: MATH: Geometry - More Squares No. of child.: 4-6/large group
"Musical Chairs"

The activity and interest of musical chairs makes this a good way to identify and match shapes...needs little preparation.

Objectives:

1. Identifies shapes and tells why they are different. (36-48 mo. Cog IIIA)
2. Understands and follows rules of game. (S.E. V)
3. Matches identical shapes. (24 mo. Cog. IIIA)
4. Points to and/or labels square. (18-24 mo. Lang.)

Materials:

Mr. Math puppet; chair for each child with square shape taped on; additional chairs with circles and triangles; record player and music; felt shapes (circle, square, triangle) and flannel board; paper shapes and pins.

Procedures:

1. Arrange furniture for musical chairs. Have Mr. Math seat children by flannel board and display square. "Here's a shape you all know. Maybe the Square-Eater left it. What is it? Yes, a square." Review the characteristics of a square.

2. Play musical chairs. When the music stops, Mr. Math calls, "Square." Each child is to sit in a chair with a square. After each round, rearrange the chairs to keep the children looking. The young child might be helped by having a square pinned to him to match to the chair. After a few rounds of sitting on square, pin a circle, triangle or square shape on each child. When music stops, have them sit in chairs with same shape as they are wearing. Have children trade shapes. Do not remove a chair each round as the object of this game is to match shapes and not to be a winner. Sometime during the activity, ask each child "What shape is this? How can you tell?"

Variations:

1. Make shape cookies. With real dough or play dough, cut out shapes with cookie cutters in shape of square, triangle, and circle.

2. Have a shape relay. Divide children into two teams and line up on one end of gym or playground. Place shapes (several of each) on table at other end of course. Call out name of shape and have first child on each team run to find it and bring it back to the starting line. (Understanding relay races takes practice for young children.)

#22

Area: MATH-Geometry No. of child.: 4-6/lg. group
Introducing Triangle Drawing

A possible large group approach to introduce a new shape with follow-up activities on shape discrimination.

Objectives:

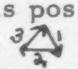
1. Copies a triangle. (60-72 mo. FM III)
2. Holds frame to trace triangle. (48-60 mo. FM II)
3. Cuts a straight line with scissors. (36- 48 mo. FM IA)
4. Imitates the word and points to the triangles. (18-24 mo. Lang. IA)

Materials: Treasure box with felt triangle; Mr. Math puppet; triangle shape frames; paper and magic marker crayons; "Feely Box"; small circles and triangles (wooden or heavy cardboard).

Procedures:

1. Hide treasure box with felt triangle inside. Mr. Math puppet encourages children to look for it.

2. When found, have child place the triangle on flannel board. Mr. Math identifies--"This shape is...a triangle! A triangle has three sides. Count them!" Mr. Math points and all count to three. "And it has three points...let's count!" Point and count again. "A triangle has three sides and three points." Turn the triangle to a different position. "Is it still a triangle?" If the children seem unsure, repeat the definition. "A triangle has three sides and three points. Let's count." Turn to several different positions and repeat the question.

3. Pass out triangle shape frames to each child. Mr. Math: "And now here's your magic marker. Pass out invisible object. My magic markers are much better than your teacher's. My markers are so magic they are invisible! (invisible is a special word which means it can't be seen.) Take your magic marker (point with one finger), and put it inside the frame and draw a triangle." If your children like chants, try "One, two, three -- a triangle I see." Have the children hold the frame in this position. △ Begin to trace at the top point, counting each side as it is traced.  After tracing in the frame, they may enjoy tracing large triangles in the air.

4. Pass out felt markers or crayons and a piece of paper. Have the children trace triangles on their paper. Some may want to draw triangles by hand, then color them in and cut them out.

Variations:

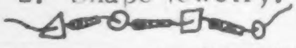
1. Lotto Games with shapes.

Game cards and matching shapes.

○	○	△
△	△	○

Include square shapes on a 9-space card to increase difficulty.

2. Shape jewelry. String paper shapes between pieces of straws on string.



They may design crowns, belts, sashes, bracelets, etc.

3. Bean (softened by soaking or parboiling)and toothpick shapes: Using 3 beans and 3 toothpicks, can they construct a triangle? Higher level: After feeling a pyramid block, could they expand a triangle into a pyramid? A square? A cube? Allow plenty of free exploration of shapes and freeform construction.

Area: MATH: Geometric Shape Houses No. of child.: 6-8

A good project to do early in the year which involves pasting, identifying shapes, and an attractive end product.

Objectives:

1. Pastes. (48-60 mo. FM II)
2. Identifies rectangle, square, triangle, and circle. (36-48 mo. Cog.)
3. Imitates pre-made geometric pattern. (36-48 mo. Cog.)
4. Points to circle and square. (36 mo. Cog.)
5. Identifies house. (12-18 mo. Cog.)

Materials:

Paper; geomteric pre-cut shapes--5x5" squares for house, triangles for roof, rectangles for door and chimney, smaller squares for windows, large and small circles for door knobs, flowers, and tree tops; paste.

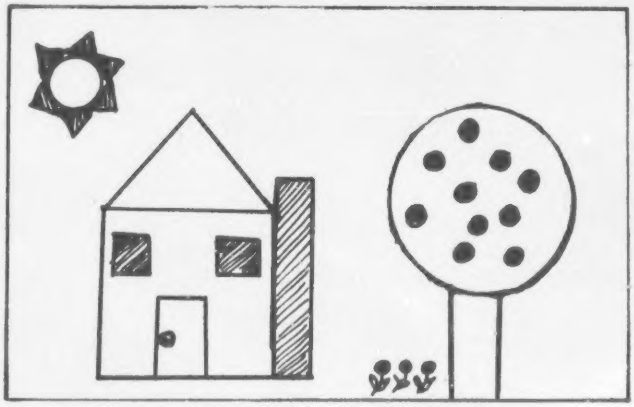
Procedures:

1. Have an example of a geometric house to show children what they are going to make. Give them each a large piece of paper and paste. Have all the shapes in different containers.

2. Begin by having them paste the large square down. They should label the shapes as they go.

3. Continue adding parts to the house as a group, labelling the pieces and discussing what the house needs next. Or, let each child take off on his/her own to make a house with a given assortment of pieces.

4. After they have pasted most of the pieces, let them finish with whatever shapes and theme they want. They can also label colors and talk about their own houses, yards, and families. When they are through pasting, they can enhance their pictures by drawing additions with felt pens or crayons.



Area: MATH: Geometry - Sorting by Shape No. of child.: 4-6/large group

The Mix-Up Monster arrives to show the kids how much they know. See the variations for some active (maybe noisey) ways to practice what they know.

Objectives:

1. Groups consistently by one shape and tells "why". (36-48 mo. Cog. IIIA)
2. Partial but inconsistent grouping by shape. (30-42 mo. Cog. IIIA)
3. Understands and follows single directions. (24 mo. Lang. IA)
4. Identifies circle and triangle by pointing or naming. (18-24 mo. Lang.)

Materials: Mr. Math puppet; box with Mix-Up Monster puppet and many different colors and sizes of circles and triangles (squares may be added to increase challenge) inside; two trays (box lids, papers); pins.

Procedures:

1. Mr. Math again conducts the lesson. "And here they are again. Do you remember?" Kids review shape names as Mr. Math holds up shapes one at a time. "I brought a box of shapes for us to play with today, but these shapes are all mixed up! Uh, Oh, look who's hiding under the shapes...it's the Mix-Up Monster!" The Mix-Up Monster laughs fiendishly, gloats on how thoroughly he has mixed up the shapes, ("You kids'll never get them sorted out."), and disappears. Mr. Math:"Here are two trays. Let's see if we can sort the shapes. Put the circles on this tray, the triangles on this tray." Children proceed with task (taking turns if it's a large group.)

2. "Now that we've sorted the shapes we can play another game. I need some children to be circles and some to be triangles." Pin circles on half the children and triangles on the others. Give a series of shape-related directions to the groups. "Circles stand up. Triangles sit in corner." Encourage the groups to look after their stragglers. Prompt if necessary. "Is (Tommy) a circle. Where should he be? Help him, circles!"

Variations:

1. Include squares with other two shapes for higher skill level.

2. Matching shapes with shape lollipops: Glue or staple a shape on the end of a popsicle stick. Play music and have children skip. When music stops, child finds another with matching shape. Partners skip together when music begins.

3. Shape lollipops #2: Each child holds one shape lollipop and stands in a circle. As music plays, teacher calls, "Circles go in, triangles go out, etc."

4. Shape Hunt: Children hide eyes while teacher and/or helpers hide two or three kinds of shapes around the room (blocks, cardboard, or drawn).

a. Teacher/leader holds up a shape, kids name it and find only that shape. Repeat for other shapes.

b. Children hunt for all shapes. Then, individually or in a group, sort by shape (possibly counting how many of each shape).

Area: MATH: Geometry-Shapes with Movement No. of child.: 4-6/large group

A good large group introduction to shapes where the children participate with their whole body.

Objectives:

1. Following directions: discriminating prepositions "in, around, out," and including ACTIONS. (30-48 mo. Lang. IA)
2. Identifying shapes (circle, triangle, square, straight lines). (36-48 mo. Lang)
3. Matching shapes (18-24 mo. Cog. IIIA)

Materials: Draw on the floor with chalk or tape--squares, triangles, circles, and straight lines. Prepare cards with shapes (as above) on them.

Procedures:

1. In the gym or other large area, have the children stand around the shapes on the floor. Call out a direction such as "Stand in the square. Run around the circle. Jump up and down in the triangle."

2. Call out a shape and have the children go stand (lie down, jump up and down) inside that shape.

3. Have each child pick a card with a shape on it and go to that shape in the manner that you or another child direct. Example: hop, crawl, fly.

4. Guitar or musical accompaniment encourages movement.

5. Teacher usually tires of this long before kids. Whenever possible, have rotating child leaders call directions.

Variations:

1. Assign a shape to each child (by taping paper shapes on clothing) and have shapes respond to different directions (hop like a bunny, roll over three times, etc.). Keep switching shapes among children for increased challenge.

2. All the kids with the same shape could lie on floor to form that shape with their bodies. Others could take pictures. Assist and make corrections.

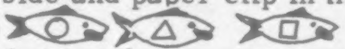
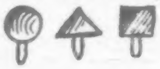
#26

Area: MATH: Fishing for Geometric Shapes **No. of child.:** 6-8

A sure-fire way to involve kids with marginal attention spans in both shape discrimination and eye-hand coordination practice. Needs close supervision.

Objectives:

1. Names and matches shapes. (48-60 mo. Lang. IB)
2. When asked, able to find a certain shape.
3. Matches identical shapes. (24 mo. Cog. IIIA)
4. Eye-hand coordination practice. (FM)

Materials: Numerous cut out fish with shape on side and paper clip in mouth (Children can make these at an earlier time.) 
Large blue cloth or paper for pond; cardboard shape frying pans on nearby table;  Fishing poles: sticks with magnet attached to end of string (or wire for less tangling).

Procedures:

1. Place fish on blue cloth on floor. Seat children on chairs around pond or behind a barrier (e.g. long table on its side). Give each child a fishing pole or use one pole and pass it around. Keep one for yourself if you want to demonstrate. "Look, I caught a circle fish! I'll cook it in a circle pan." Take turns. Have children show and tell what they catch. Prompt children to say complete sentences. ("I caught a (circle) fish." Younger children may simply say "circle.") After a fish is caught, have the successful angler "fry it up" in its matching frying pan.

2. Continue until each child has caught several fish. On succeeding turns, vary the challenges. Prompt the children to remember shapes they have caught and to try for different shapes. Can they fish for a shape that's like a window, wheel, etc.? (If there is a shortage of fish, they can jump off the frying pans back into the water.)

3. To vary the game, one child could be "cook," standing behind frying pans, and telling each player what shape fish to catch.

Variations:

1. Make fish ponds from large shoe boxes with blue paper inside for water. One pond for each shape fish. Have Mix-Up Monster puppet come and mix up the fish. Children help sort fish back to their home pond.

2. Draw outline of fish bowl on paper with black crayon. Pressing hard, teacher and/or children draw some shapes inside bowl with white crayon. Children may paint over with a blue wash and watch shapes emerge in their bowl.

Area: MATH - "Geometry: Shape Dominos" **No. of children:** 4-6

A good turn-taking game where every child can succeed with help of the teacher. Involves no preparations. Would be good math project for a teacher's aide.

Objectives:

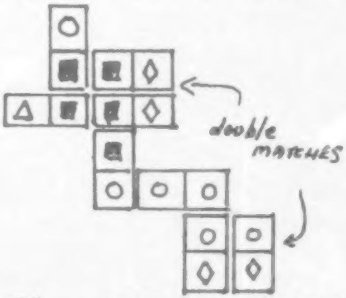
1. Verbally identifies a circle, square, diamond, and triangle.
2. Becomes aware of whose turn is next and waits for a turn. (SE IV)
3. Matches shapes on dominos. (48-60 mo. Lang. IB)

Materials: Shape Dominos which include 4 shapes -- circle, square, triangle, and diamond. To make dominos, use heavy cardboard about 1" x 2" with shapes drawn on each side. Make at least 30, i.e. 3 sets of each combination of shapes. (Shape Dominos are also available commercially.)

Procedure:

1. Each child draws 4 dominos (give help counting if needed) from the bone pile and keeps them face up in front of him/her. Explain that the group will be making a design by matching the shapes on the dominos and that everyone will take turns. The game will be over when all the dominos are played.

2. Put out one domino from the bone pile. Each child in turn tries to match a shape. Children may match sides or ends. Dominos must match where they touch each other. Point out "double matches" and encourage children to consider both shapes in looking for a match. Children may help each other identify shapes and find matches.

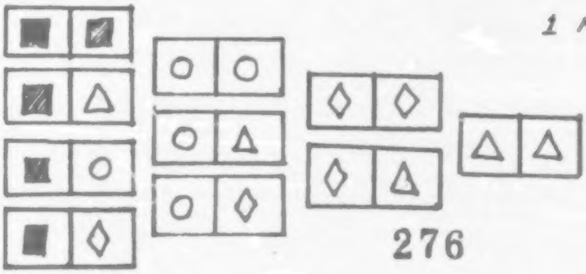


3. Children may draw from the bone pile if they run out or don't have a match,

4. When all the dominos are played, look at the design, count shapes of each kind that are touching, etc.

Variation:

1. Make "Pattern Dominos" with patterns to be matched. The game may be made harder by making the patterns more or less similar. Wall paper samples work well.



1 FULL SET OF SHAPE DOMINOS

#28

Area: MATH: Geometry-Shapes, Partial/Whole **No. of children:** 6-8 /large group

A large group game with an air of mystery for expanding perspective in shapes and a table project that stands up under repetition.

Objectives:

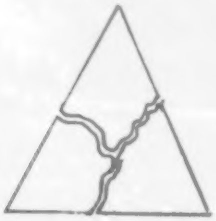
1. Recognizes a partially shown object when only smaller segment is visible. (48-60 mo. Lang. IIC)
2. Uses paste to join paper. (48-60 mo. FM II)
3. Recognizes a part shown when only the largest segment is visible. (48 mo. Lang. IIC)
4. Matches shape to complete outline of that shape. (24-30 mo. Lang. IIIA)

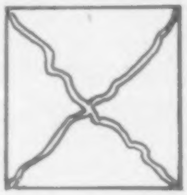
Materials: Mr. Math puppet; screen or box; different sizes of cardboard or flannel shapes; envelopes each containing a shape cut into 2-6 pieces; worksheets with pre-drawn outlines of whole shapes to use as "frames" for puzzle assembly; glue.

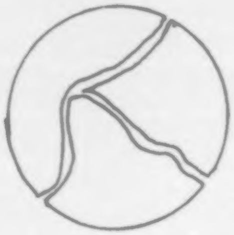
Procedures:

1. Large group: Mr. Math reaches behind screen or into box and shows larger segment of shape. "What shape is this?" Continue game, diminishing the size of the shape segment shown. Children can take turns being the teacher and show each other parts of shapes to identify.

2. Small group: Seated around table, each child gets an envelope with cut-up shape inside, and, on the outside, the shape which the pieces will make when assembled; and a worksheet with outline(s) of same kind of shape as on envelope. Younger children should get shapes cut into fewer pieces and perhaps worksheets with only one outline apiece. Each child sets about assembling own puzzle within outline on worksheets. If a child has difficulty, teacher might place one piece or try giving some verbal help, but try to let child work independently. (Better to give child a shape in fewer pieces than interfere too much or let him/her feel incompetent.)







Variations:

1. When puzzle is successfully assembled within outline, child gets glue to glue pieces in place.

Area: MATH: Geometry-Shapes and Designs **No. of children:** 6-8

A great success experience for kids who want to take home a picture that "looks like something" ------ also allows for creative flair.

Objectives:

1. Copies a model design. (60-72 mo. Cog. IIID)
2. Can paste to join things. (48-60 mo. FM I)
3. Arranges shapes to form picture or design.

Materials: Geometric shape pictures, each on a separate paper:

Paper shapes the same size and color as model pictures; paper and paste.

Procedures:

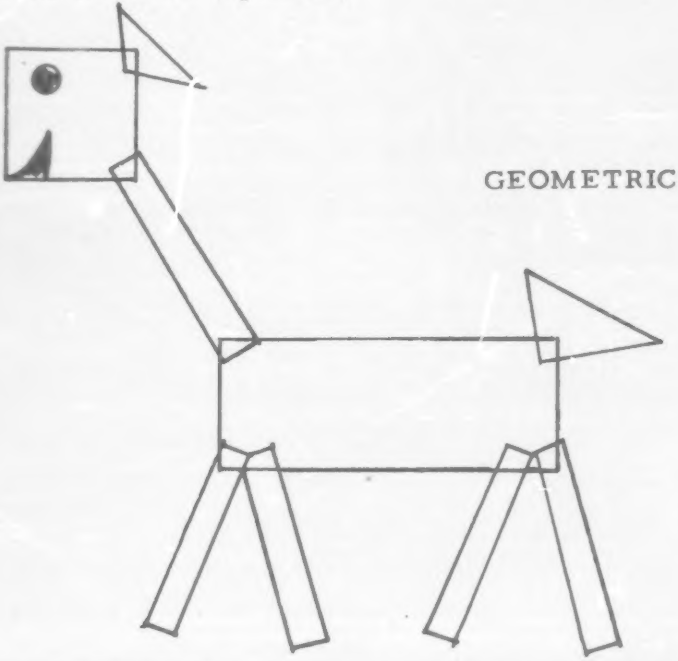
1. Seat children at table and show model pictures. Each child chooses the picture she/he likes and makes one just like it. Place tray shapes on table and give each child a paper. After the children place shapes in the same pattern as the model, give them the paste to use. Help the younger child to choose the correct shapes and copy a simple design.

2. After copying a design, encourage the children to make their own pictures and designs. The children could then trade papers and copy a friend's picture.

Variations:

1. Guessing Game: "I look like a clown hat. What shape am I? --- I look like a balloon. What shape am I?", etc.

2. For younger children, copy and enlarge the Giraffe below and have the kids match precut shapes to the outlines to make the animal. Use string or yarn for the mane (optional).



GEOMETRIC GIRAFFE

Area: MATH- "Gligs, Shlooms, Wibbles, and Bleeps"

No. of children: 6-8

A nonsensical project with matching problems which also keeps the teacher on the ball.

Objectives:

1. When shown two pictures, is able to tell how they are different. (48-60 mo. Lang IB)
2. Matches identical pictures. (48-60 mo. Lang IB)
3. Groups consistently by one attribute and is able to "tell why." (36-48 mo. Cog. IIIA)
4. Takes turns. (SE IV)

Materials: Chart for each set of nonsense pictures; envelope with individual cards of gligs and nongligs (refer to attached sheets); * Make a chart for each "character" along with individual cards for each, for matching.

Procedure:

1. Have children sit in a semi-circle. Show them the charts prepared with gligs, shlooms, wibbles, and bleeps. Begin with gligs.

2. Display a chart on a chair or easel. Introduce the gligs, showing children which are gligs and which are not gligs. Talk about the characteristics of gligs.

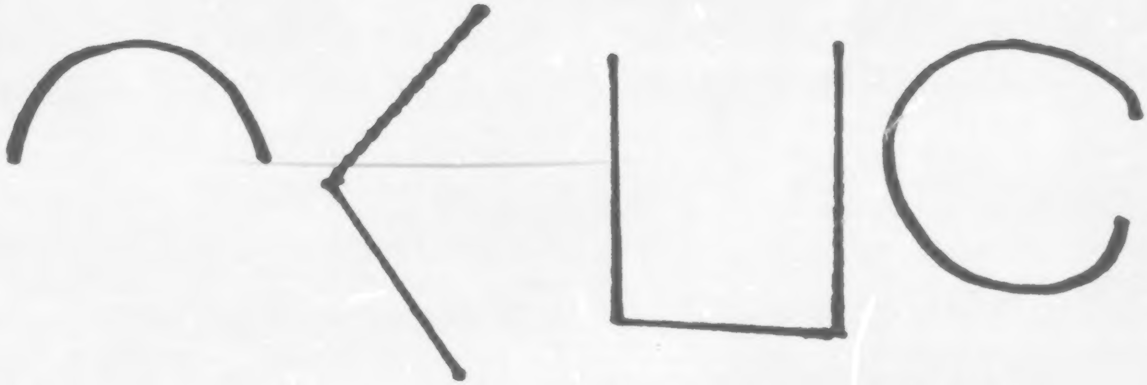
3. One at a time, children choose a card and decide if it is a glig or not a glig and why. Have them attach it (with a piece of tape on back of card) to the glig or nonglig space on the chart. Let each child have several turns. Repeat procedure for shlooms, wibbles, and bleeps.

Variation:

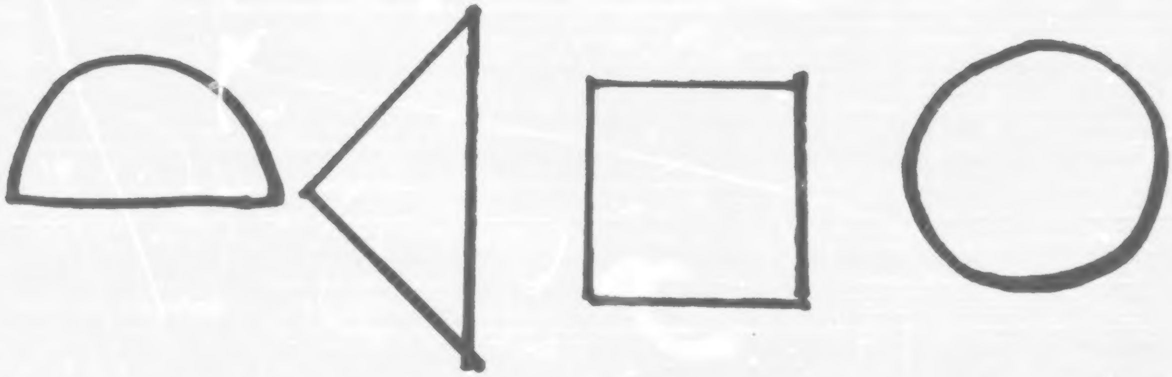
1. Make up individual charts with small envelopes with glig and nonglig cards. Give each child his own envelope to be worked individually at a table.

* Make Xerox copies of the attached sheets.

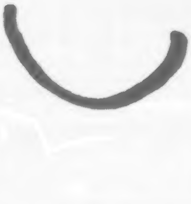
THESE ARE GLIGS.

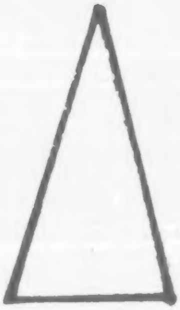


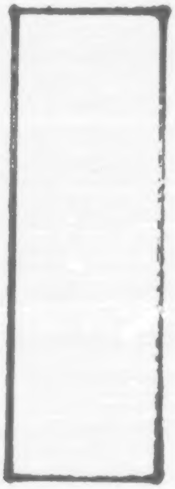
THESE ARE NOT GLIGS.

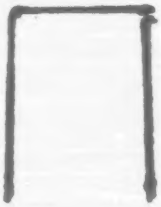


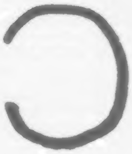
WHICH OF THESE ARE GLIGS?

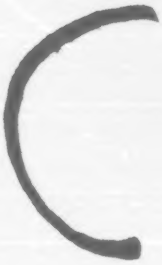




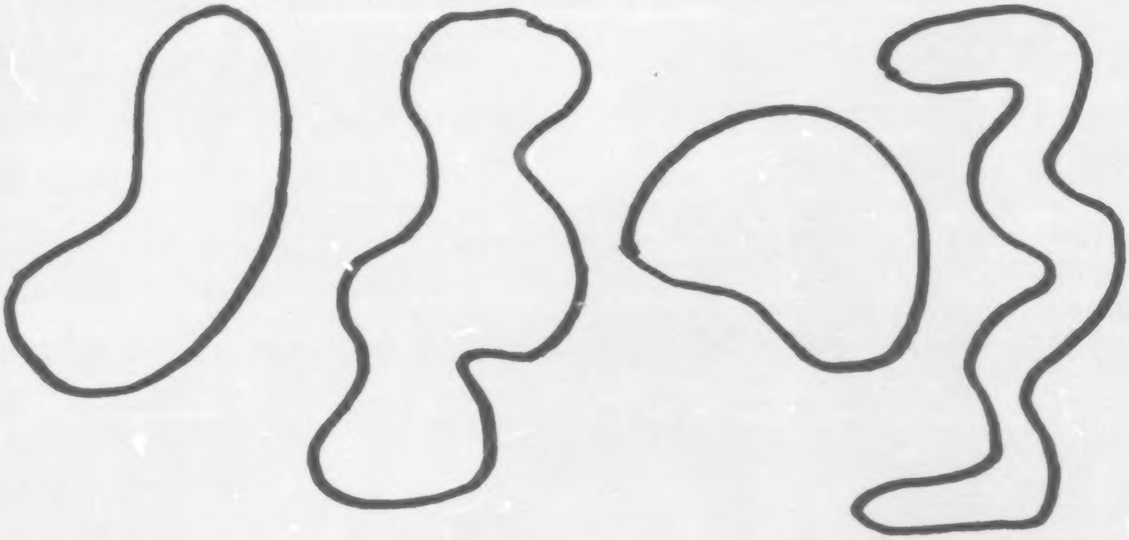








THESE ARE SHLOOMS.



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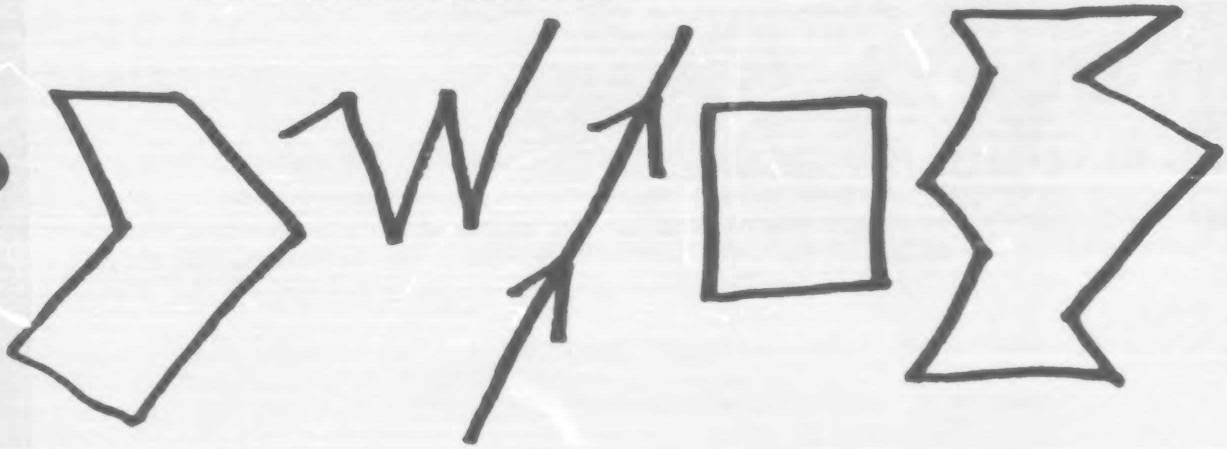

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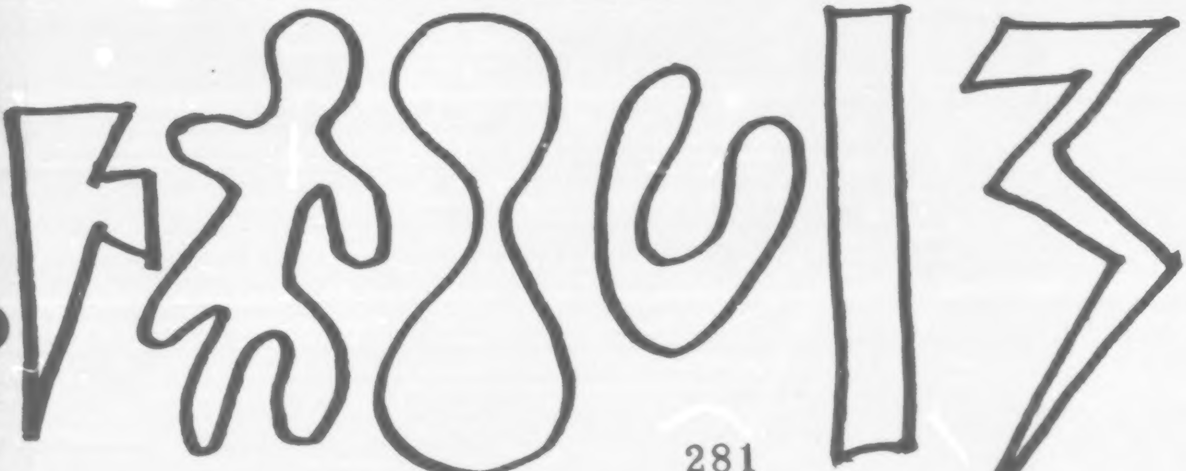
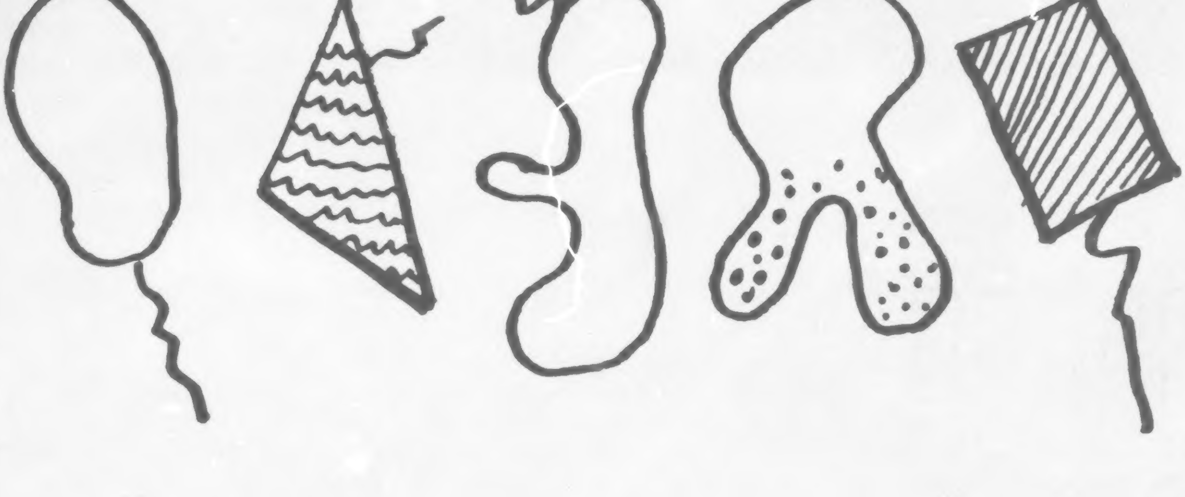


THESE ARE WIBBLES.



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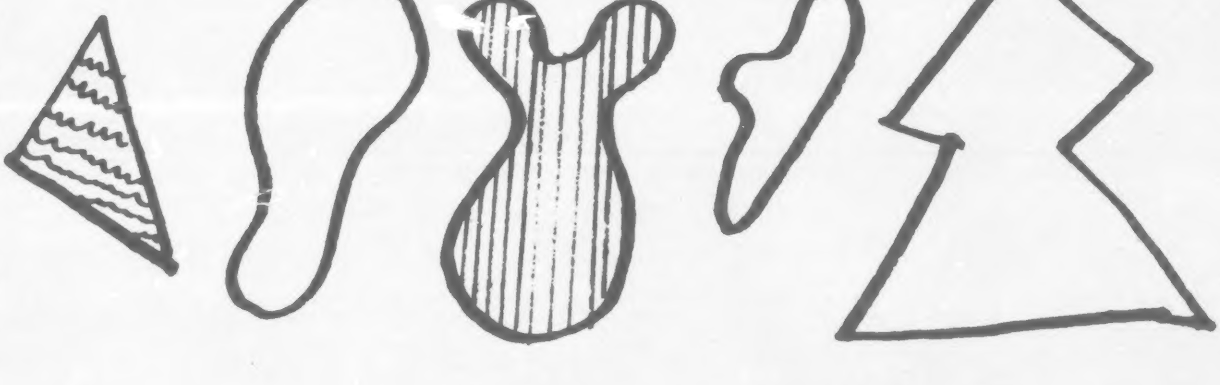
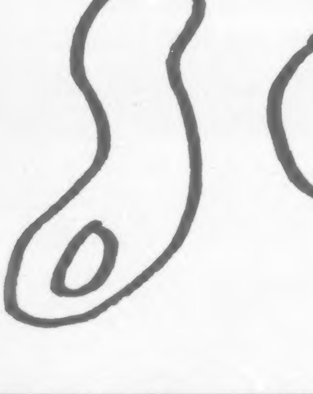
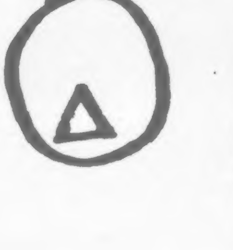
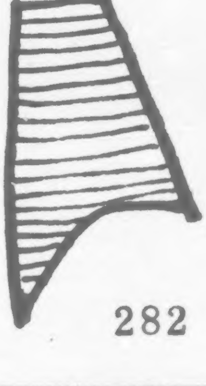
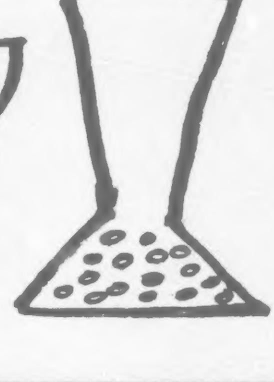


WHICH OF THESE ARE WIBBLES?



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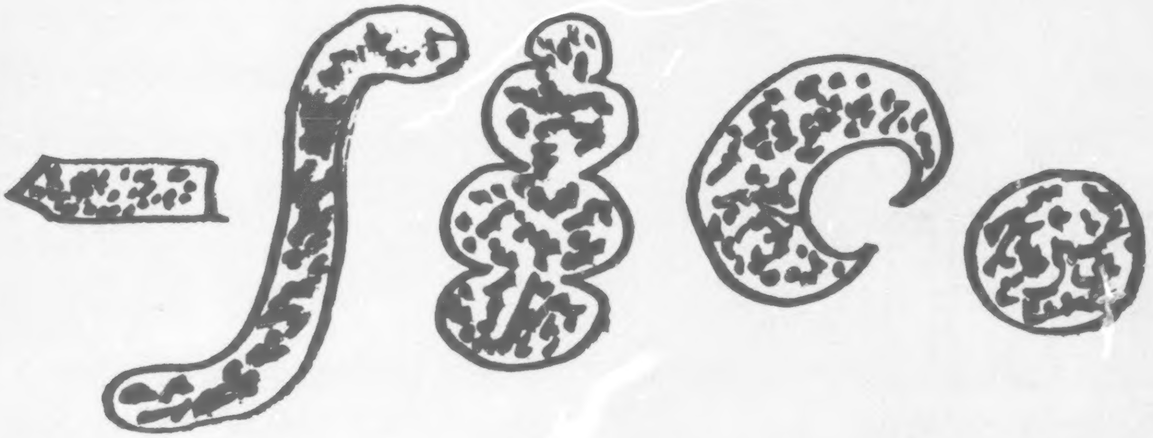
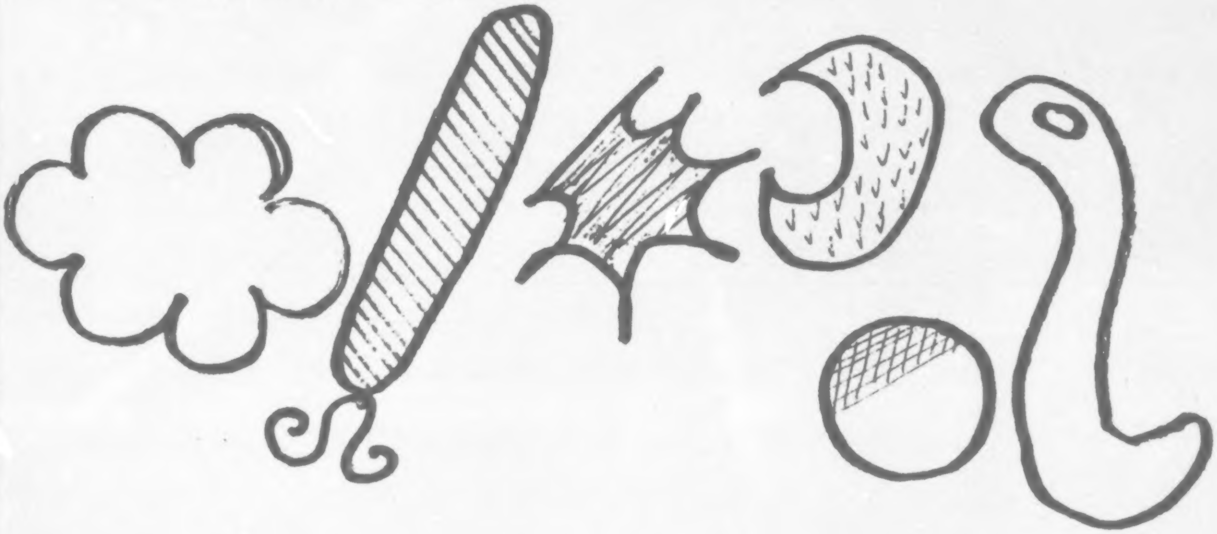
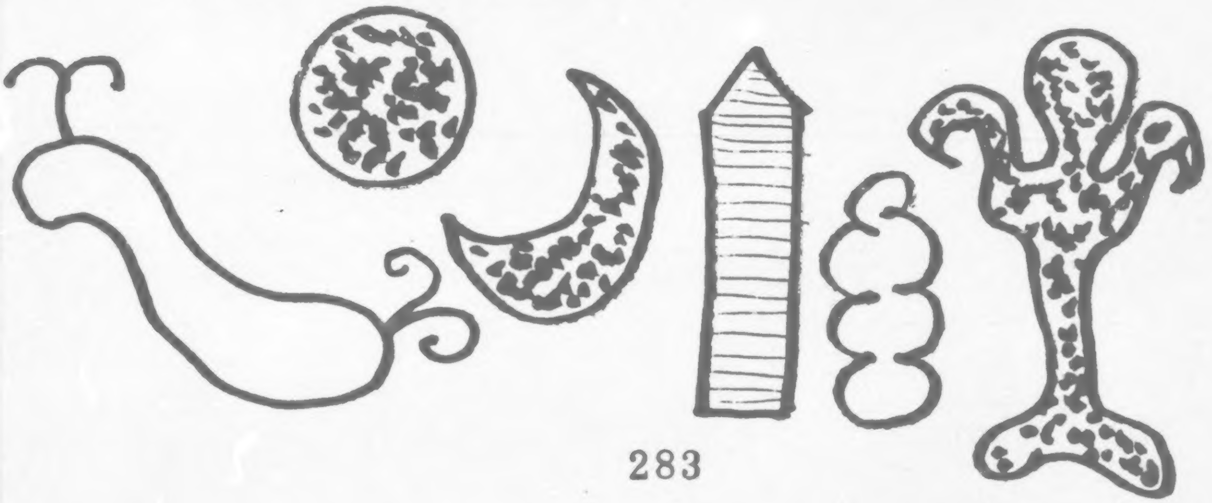
THESE ARE BLEEPS.



THESE ARE NOT BLEEPS.



WHICH OF THESE ARE BLEEPS?



#31

Area: MATH: Attributes | No. of children: large group

A puppet show in which the Mix-Up Monster rears his mischievous head to try to confuse the issue of long/short and big/little. The kids will delight in correcting him.

Objectives:

1. Uses size to describe (discriminate) objects...(big/little, tall/short). (36-48 mo. Cog. I)
2. Understands that things are different. (36-48 mo. Cog. IIIA)
3. Attends to puppet show. (S.E.V)

Materials: Two teachers are necessary for this puppet show: Mix-Up Monster; Froggie Puppet; two yardsticks; two balloons

Procedures: (Make sure all the children can see the stage.)

1. Have a familiar puppet character (Froggie) come up and announce that he is going to explain "long/short" to the children. Two yardsticks appear, one longer than the other.

2. Have Froggie show them the long one; then the short one.

3. While he is standing between them, have the Mix-Up Monster switch the long one for the short one.

4. When Froggie again shows them long and short, objects are mixed up and he must reorient himself to a new long and short.

5. Repeat this several times until Froggie finally gives up and goes to the concept of big/little using the balloons.

6. Have the Mix-Up Monster mix up the big and little balloons also until Froggie catches him and they agree on what is really big and little and long and short using the yardsticks and balloons.

Variations:

1. Use an easily distinguished pair of opposites...light/heavy (feather/brick), smooth/rough, sticky/slippery, light/dark, male/female, fish/bird, full/empty, or use objects of primary colors.

If you work on these regularly and establish Mix-Up as a character, (s)he can appear every day for a minute or two.

#32

Area: MATH: Block Project-Sorts Objects by Color and Size **No. of children:** 4-6

A good beginning-of-the-year project to get children accustomed to table projects and gives you a chance to observe kids' skills.

Objectives:

1. Labels colors. (48-60 mo. Lang. IB)
2. Sorts by color. (30-42 mo. Cog. IIIA)
3. Sorts big/little objects into one pile. (30-42 mo. Cog. IIIA)
4. Identifies object by size: big/little. (24-30 mo. Cog. IIIB)

Materials: A set of large and small cubes with six different colors: red, blue, green, yellow, orange, and purple. Three or four shallow bowls.

Procedures:

1. Settle children into a small group at a table or quiet rug area. Set out all of the blocks and let children build with them for a few minutes. The teacher asks individual kids for a big block or a little green one, etc.

2. Next put out 2 bowls and have the children sort (as a group) by size. They can follow cues from each other.

3. Next put out another bowl and have them sort by color -- first red, blue, yellow, then orange purple, and green

4. End by having them sort by color and size, i.e. "put the little green ones here; big red ones here; little blue ones here, etc." The teacher basically directs this project but at a later point may have the children give some of the verbal cues. ("Jason, which ones should be put in here?")

Variation:

Common household objects can also be sorted by color and size.

Area: MATH: Measurement-"Ribbons as Rulers" **No. of children:** 4-6

This project lends itself to selective emphasis on concepts (texture, size, number, length) depending on the range and level of the group.

Objectives:

1. Is able to identify objects, "longer than, shorter than." (36-48 mo. Cog. IIIB)
2. To categorize object by size. (36-48 mo. Cog. IIA)
3. To match objects which are the same length. (36-48 mo. Cog.)
4. Uses texture to describe an object. (36-48 mo. Cog. I)

Materials:

Different sized ribbons, varying in color, shape, length, width, etc.; box to hold these ribbons.

Procedures:

1. Have all children sit around box. Ask them to take turns looking into box, reaching in, and taking one ribbon. Each is told to feel his/her ribbon and find one which is soft or bumpy or coarse or wide or thin, etc.

2. After each child has found his/her ribbon, talk about ribbons: "what color is your ribbon? who has the longest ribbon? the shortest? the widest? the thinnest?" Vary questions to suit the ability of the group.

3. Next have the children walk around the room and find 3 things that are the same length as their ribbon. The children will discover for themselves that a piece of ribbon is a very useful measuring device in that it can be used up, down, across, and around.

4. Have children tell you what things were as long as their ribbons. Write their names on a large piece of paper, e.g. Things that are as long as (Reggie's) ribbon:

1. The back of chair
2. The cupboard door
3. The side of a cupboard

5. When the child begins to make comments like "My ribbon is longer than yours," the child will be ready for ordering tasks.

Variations:

1. Use their own arms, feet, or hands to measure distances.

#34

Area: MATH: Measurement-(Weight) **No. of children:** 2-6
Balancing with Four-foot Board

The varying skill levels in this project enable many children to participate and succeed.

Objectives:

1. Compares weights, estimates which is heavy, light. (48-60 mo. Lang. IIA)
2. Describes objects using weight. (36-48 mo. Cog. I)
3. Discriminates between big and little. (24-30 mo. Cog. IIIB)
4. Discriminates prepositions (on, in, under, off, above). (30-48 mo. Lang.)
5. Imitates putting objects on and off of board. (13 mo. Cog. IIID)

Materials: Several four-foot boards with fulcrums; assortment of standard unit blocks; cans of assorted foods; light and heavy boxes of dry food (noodles, brans, salt, sugar, etc.); 1 lb. boxes of sugar cubes, books, stones, shoes, sand; containers for sand (cans).

Procedure:

1. Group children in twos or threes (or only one child may work best) and give each group one board with fulcrum.

2. Have the assorted materials arranged in the center on the floor.

3. Begin by asking if the board reminds them of anything... seesaw? ramp for cars? Encourage the children to handle the equipment in their own ways. Give them a period of play with the board and fulcrum and whatever materials they may choose.

4. Offer helpful suggestions and questions to guide their investigations. "Can you balance the board without things? (by moving the fulcrum around) Can you balance the board with things?" Children tend to like to load the board with blocks and construct high towers -- to keep board steady, prop it up from underneath, then take away the props and watch everything crash. "Is it possible to load the board and keep both ends off the floor without using props? Can different objects be alike in weight? Can you balance things that are different? Can a sugar lump make a difference? how about a piece of paper? How many ways can you tip the board? What happens if you move an object on the board? add something/take something away? Once you've tipped it, can you make it even again?"

Variation:

Take off shoe (or other item) and place on board. "How many blocks does it take to balance shoe? Do your shoes balance?"

#35

Area: MATH: Measurement-"Shoe Kick" No. of children: small group

A catchy idea which allows children to compare distances and to measure something meaningful to them.

Objectives:

1. Writes or traces numerals 1-10 (48-72 mo. FM III)
2. Counts to 10 and answers "How many?" (54-60 mo. Cog. IIIC)
3. Able to distinguish shorter and longer. (48-60 mo. Cog. IIIB)
4. Imitates kicking shoe.

Materials:

Shoes; yardstick with feet clearly marked off and labelled 1, 2, 3.

Procedures:

1. In a large area ask all children to untie one shoelace and hang their shoe from their toes, leaving their heels outside the shoe. Demonstrate. Line the children up and have them take turns kicking their shoe as far as they can.

2. Measure the distance the shoe has travelled using long string or a child's feet or hands.

3. After they have measured the distances, discuss which shoe went the longest and shortest distances (avoid this if it seems too competitive) and discuss the fact that the longer distances are expressed in bigger numbers and the shorter in small numbers.

4. Each child can kick, measure, and report and/or chart the distances his/her shoe travelled as many times as desired. By comparing numbers representing distances of consecutive kicks, child can compare own distance.

Variations:

1. For older kids: use meters-sticks marked off plainly, or Cuisinaire Rods
2. Show which parts of the room are shorter and longer; which child's arm is shorter, etc.

Area: MATH: Measurement--String Hunt No. of children: small group

The distinctions between number and size (more pieces of yarn vs. longer pieces) is a subtle one. Don't be discouraged if the kids don't all catch on today.

Objectives:

1. Able to pick out which line is the longest. (36-48 mo. Cog.I)
2. Able to lay string end to end and determine which is longer. (36 48 mo. Cog. IIIA)
3. Able to find hidden object (yarn).

Materials:

Scissors; yarn of different colors and lengths (6" to 2'); a smooth rug

Procedures:

1. Cut yarn to varying lengths.

2. Have all the children sit and tell them that they are going to have a yarn hunt -- like an Easter Egg hunt only with yarn. Explain that they will hunt for yarn and put together the pieces they find to form a long line. Try putting a few pieces of yarn together and then comparing the length to fewer pieces of yarn that are longer. ("It's the longest, not the most.")

3. Choose a few children to help hide the yarn. Have the rest of the group leave the room and return after all the yarn has been hidden.

4. After the returning kids have found the yarn, show them how to lay it end to end. Discuss which child has the longest resulting line. The shortest. Children might find that someone who has more pieces of yarn still might have a shorter line than someone with fewer pieces. Kids can use the yarn to measure their own or each other's body parts or objects around the room.

5. Let the second group hide more yarn while the first group leaves.

#37

Area: MATH - "Measurement: Covering Distance"

No. of children: 4-6/lg. group

A good free time activity which needs little preparation and encourages children to work together.

Objectives:

1. Uses several measuring objects to measure distance.
2. Counts number of objects needed to measure distances or surfaces.
3. Measures the height, width, and circumference of objects.
4. Identifies objects as longer or shorter. (36-48 mo. Cog. IIIB)
5. Works with a group of children to accomplish a goal. (SE IV)

Materials: Ribbons, thick string, tape, bamboo sticks, garden canes, blocks, doweling, pencils cut to same length, etc. Large sheet of butcher paper; felt pens

Procedure:

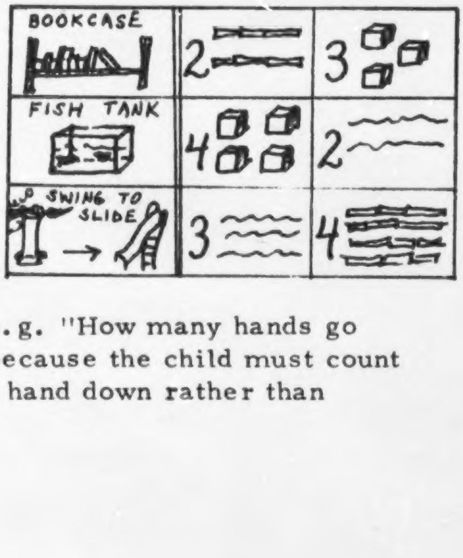
1. Have children sit in a circle on floor. Have materials set on table or on rug away from group. (For younger children, have materials grouped so that all string is together, etc.) Tell children that they are going to measure large things with the materials on the table.

2. Have children choose partners or assign children to groups of three. Each group chooses an assignment, e.g. to measure the distance from the slide to the swings; measure the top of the bookcase; measure the sandbox, etc.

3. On butcher paper, list, using pictures and words, the items to be measured. Have children choose from the materials the kind they will use to measure their distance.

4. Children count the measuring devices (pointing to each item as they count). "How many sticks fit across the bookcase? How many blocks go around the fish tank?"

5. Help each team record their results on the graph, writing the numerals and drawing pictures of the measuring devices. Children then measure the same object or distance with different materials and compare results.



Variation:

1. Use body parts as measuring devices, e.g. "How many hands go across the couch?" This is more complicated because the child must count and remember the numer of times he places his hand down rather than counting as he points to each object.

#38

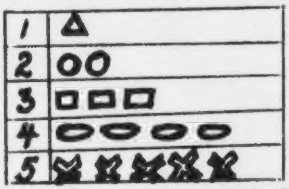
Area: MATH-"Number Chart" **No. of children:** sm. group

Your basic number/numeral matching project with pasting as an added attraction.

Objectives:

1. Able to match numerals 1-9 with corresponding number set. (54-60 mo. Cog. IIIC)
2. Counts 5 object and answers "How many?" (48-54 mo. Cog. IIIC)
3. Counts 2 objects, pointing to each. (36-48 mo. Cog. IIIC)
4. Understands concept of one, e.g. "Put one here." (30-36 mo. Cog. IIIC)

Materials: Charts with numerals 1-5 on left-hand side, divided by horizontal lines (one chart per child); colored shapes cut out of paper; paste.



Procedure:

1. Put shapes (in containers) and paste in the center of the table. Give each child a chart and ask him to identify the numerals.

2. Have children count out the corresponding number of shapes for each numeral and paste them on the chart. For younger children, put dots on the chart where the shapes are to be pasted. Ask kids to identify the shapes and colors while they are pasting.

Variations:

1. Extend the chart to 10.

2. Instead of shapes, use leaves, buttons, macaroni, or other choice of materials.

3. Leave the numeral column blank. Let kids paste on shapes, count them, and fill in the numeral by writing or tracing.

4. Make charts into recipes for imaginary sundaes. Provide shapes to represent scoops of ice cream, cherries, nuts, whipped cream, etc. Kids can have any proportion they choose. (Ice cream should, of course, come in a variety of flavors.)

#39

Area: MATH: Seriation-Ordering Objects by Size No. of children: 4-6

Experiment with the kinds of objects used. (Make sure they are all of equal desirability.) Adapt the number of objects to be ordered to the ability of the group.

Objectives:

1. Order object according to size. (48-60 mo. Cog. IIIB)
2. Categorize objects according to size. (36-48 mo. Cog. IIIA)
3. Points to a big or little object. (24-30 mo. Cog. IIIB)
4. Names object. (12-18 mo. Lang. IB)

Materials:

5 boxes of graduated size; sets of 5 objects which are the same except for being in graduated sizes (5 nails, buttons, corks, leaves, yarn, blocks, rocks, nuts, etc.); bag.

Procedures:

1. As children sit around table, teacher puts all objects in a bag. Tell children that they will collect objects and put them in a line with big ones on one side and little ones on the other side.

2. Have children take turns putting hands into the bag and picking out one object apiece. Tell each child that this object is his/hers and that everyone will give, say, all the bits of yarn to John. After each child has his/her object, children continue reaching into the bag, taking out an object, and giving it to the child it belongs to.

3. After each child has all his/her objects, (s)he will order objects. "Which one is the little one? Find one a little bit bigger." Children can measure objects by standing them up and judging height.

4. After objects have been sequenced, put out boxes. 'Which object belongs in the little box? Which in the big box?" Have children sort all their objects into the appropriate boxes. When done, repeat activity with each child choosing a new object to collect.

#40

Area: MATH: Measurement-Conservation of length No. of children: 1-2/lg. group

This activity, alone or in a large or small group, gives the teacher a chance to get a glimpse of how the children are thinking and which children have arrived at the concept of conservation of length.

Objectives:

1. Child can tell that two identical objects are the same length even when objects are rotated or in different spacial relationships to each other.
2. Child will match object by length. (36-48 mo. Cog. IIIA)
3. Child will use a variety of approaches to solve a problem. (S. E. II)

Materials:

Set of identical sticks for each.

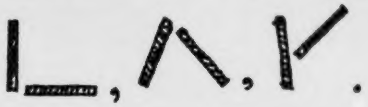
Procedure:

1. Have child sit at table with you. Tell child you are going to play a game together. Hold two sticks up so they are parallel to each other, i.e. and ask child if the sticks are the same length or not the same length.

2. Move one stick slightly upwards. Ask child again if both sticks are the same length or one is longer than the other. (Although the child has seen the stick being moved, (s)he may say that the one which has been raised is now longer.)

3. Move stick so they are even and parallel. Ask child again if the sticks are the same or different. If child answers the same, then this child has not learned that size does not vary with appearance and position. This child will not be able to order objects consistently and needs more experiences with measuring. Give each child a set of sticks to experiment with.

4. If child stated that in all three positions the sticks were the same size, then place the sticks in many different positions. If child still responds with answer that sticks remain same, then child is ready for measurement involving counting, distance, and number concept.



5. Try this as a large group activity, using felt strips on a felt board. Pose above questions for group consideration and discussion.

SCIENCE

This unit includes science projects and demonstrations, nature study activities, and anatomy for preschoolers. Any one of these three areas could be units in themselves. Please consider these lesson plans as samples rather than complete presentations.

Science: The projects and demonstrations we selected are safe, simple and usually work. Many other ideas can be found in the books listed in the bibliography. Consider the language skills, concepts, and degree of participation of children when developing additional projects.

Nature Study: At Circle, nature study is the theme of our summer session. We have organized entire units around plants, animals, weather, ecology, ocean life, bugs, birds, and beasties. To include even a representative sample would require an entire volume. Reluctantly, we also decided not to include on-going projects such as gardening and caring for the terrarium, aquarium, and resident birds, lizards, and mammals. Instead, we have tried to present some examples of lesson plans in which different content could be substituted within the same format. Most lesson plans can (and should) be extended over several days and simplified by reducing the discriminations, concepts, and/or activities involved.

Suggestions: Ants and spiders are ideal for study because they are ubiquitous, safe, and free. Bees are fascinating, but must be observed warily. The bibliography lists several books with superb illustrations.

Try some dramatic improvisations using simple costumes. Kids especially enjoy wearing headbands with pipe cleaner antennae and acting out life in an anthill or beehive. Ocean life is also easy to stage. A clear plastic umbrella with ribbons taped to the tips of the ribs makes a fine jellyfish costume. A big cardboard cone can be a barnacle. (See Dramatic Arts for descriptions of some easy animal costumes.) If you can persuade your most active kids to be a barnacle, a trap door spider, or a hibernating bear in a cave, imagine how placid your project could be!

Anatomy: One day at school a boy came running up to the teacher, complaining of an aching stomach. He wouldn't respond to our assurance that he would feel fine, but announced that what was needed to cure his problem was a bandage taped over his hurt. And, sure enough, the pain quickly ceased to bother him when he was bandaged!

The wonders of modern medicine are often difficult to explain. However, the interest in such home remedies reflect a common concern for physical well being and a sense of awe and amazement over the workings of the body. Even a cut finger or bruised knee can become an intriguing lesson on how the body works to heal and mend itself.

What could be more satisfying for a preschooler than to learn about what goes on inside her and enables her to run, jump, peddle a tricycle, paint a picture, eat a snack, talk to a friend, or hear a train whistle. Almost every child expresses a curious interest over the loss of a tooth, an X-ray of a leg, or a lump on the head.

Anatomy is not a typical unit in most preschool programs. However, our kids find these projects fascinating. Again, please consider these lesson plans as examples of ways to describe body functions. Any one of these topics could be extended with other similar projects.

Plastic models of individual organs, the Visible Man and Woman, and commerical and teacher-made transparencies are very useful visual aids.

Health, nutrition, safety, and other related topics can be developed along with the anatomy projects.

Science

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Area: SCIENCE - "Sink/Float Experiment" **No. of children:** large group

A science demonstration which is safe, (almost) always works, and allows kids to be involved.
Teacher: Shirley, what do you think this crayon will do in the water?
Precocious 4 year old Shirley: Dissolve.

Objectives:

1. Gives materials that objects are made of. (Cog. I, 54 mo.)
2. Problem solving: is able to detect properties of objects in water; what will sink or float. (48-60 mo. Cog. I)
3. Uses weight to describe an object. (36-48 mo. Cog. I)
4. Gives use of objects by pointing or gesturing. (30-36 mo. Cog. I)
5. Identifies simple objects. (12-18 mo. Lang IB)

Materials: Large fish bowl; familiar objects such as apple, banana, wooden block, small glass, bottle with lid, scissors (metal), paper cup, sponge, plastic toy. wooden toy, rubber ball, pencil, pen, rock, plastic fork, shell, etc. with easily identifiable composition, i.e. wood, food, metal, plastic, stone. (Don't use crayons. Wax crayons float, but pressed crayons sink. It's confusing.)

Procedure: LANGUAGE TO EMPHASIZE: Sink, float, top, bottom, wet, dry.

1. Seat children in a semi-circle around a small table. Place water on the table. Have all of the objects in a bag.

2. Choose one child to pick an object out of the bag. Ask the other children to name the object, describe its use, and identify the material(s) it's made of.

3. Ask the group to guess whether the object will sink or float. Take a vote and count. Have the child drop the object into the bowl. See if it sinks or floats.

4. Proceed in this fashion, dividing the things that have already been tested into two groups on the table. Help children define classifications by reviewing the compositions of each group of objects. Discuss and compare composition of tested objects with the new object drawn from the bag, e.g. "This toothpick is made of wood and it floated in the water. This block is made of wood, too. What do you think the wooden block will do in the water?"

Variations:

1. Draw a picture of the fish bowl, coloring the water blue. Have identical set of objects to those tested. After observation of buoyancy of object, have child glue identical object to picture either at the water line (float) or bottom of bowl (sink). Hang picture on wall for all to see. This can be done as individual or group picture.

2. (Inspired by Shirley). Use medicine containers with lids (or baby food jars) and items from the kitchen -- sugar, salt, coffee grounds, spices, etc. Put water in each container, add some substance, and shake. The substance may sink, float, or dissolve.

#2

Area: SCIENCE - "Magic Magnets" **No. of children:** 4-6

Magnets are great for kids to use -- safe, unbreakable, and non-toxic.

Objectives:

1. Is able to tell what materials objects are made of (wood, glass, metal, plastic, etc.). (54 mo. Cog. I)
2. Groups objects by one attribute (metal vs. nonmetal) and is able to tell why. (36-48 mo. Lang IIIA)
3. Identifies objects by following simple directions, e.g. "Pick up nail with magnet." (18-24 mo. Lang IB)
4. Eye-hand coordination: picks up small objects with magnet.

Materials: Good magnets of varied size and shape (one for each child); a variety of metal objects such as nails, bolts, paper clips, pins, etc.; a variety of non-metal objects such as rubber bands, crayons, pieces of cotton, paper, small blocks, etc.

Procedure:

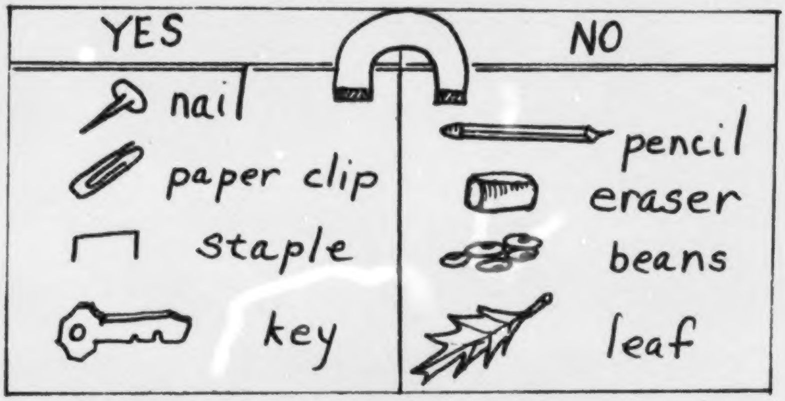
1. Seat children around a table with assorted objects (metal and nonmetal) in center. Give each child a magnet. Explain that the magnet will stick to and pick up certain objects. Demonstrate how to use the magnet by first picking up a metal object and then trying a nonmetal object.

2. Ask each child in turn to put the magnet on an object. Ask the others to try to predict whether or not the magnet will pick up the object.

3. After everyone has had several turns, discuss the attributes and properties of the objects the magnet picks up. Draw a chart with pictures of items that the magnet picks up and items it does not pick up.

4. Let children experiment on their own. Let them go around the room and find what the magnets stick to (door knobs, hinges, etc.). Add these to the chart.

NOTE: After you establish that magnets pick up or stick to metal, at least one kid will find a metal object that won't work. Be prepared to discuss this discovery when it occurs. (Find the book!)



EXTENSION: Read "Mickey's Magnet" to the children. (By F.M. Branley and E.K. Vaughan. Scholastic Book Sercices, New York, 1956

#3

Area: SCIENCE - "Colored Gelatin Game" No. of children: 4-8

A project where the visual aides "are" the project. Used with flashlights, this project is easily set up and cleared away.

Objectives:

1. Can determine what new color can be made from 2 primary colors.
2. Matches or names the 3 primary colors. (48-60 mo. Lang. IB)
3. Names one color. (30-36 mo. Lang IB)

Materials: Colored plastic gelatin pieces, made from 3x5 pieces of gelatin (or colored plastic wrap) with masking tape on the edges. Get 6-8 different colors, including primary colors, with 3 or 4 of each color. The gelatin may be obtained from a stage lighting, photography, or art supply store. Colored plastic or cellophane gift wrap mounted in cardboard frames may be substituted -- less durable, but also less expensive.

Procedure:

1. Settle group of children at a small table or in a quiet corner of the room. Put out the gels and let the children play with them for a few minutes.

2. Then ask each child to pick up a red one and make them into glasses. "What color is everything now?" Let them take turns finding something around the room that is really red. Repeat with the various colors.

3. Let children choose two primary colored gels, put them together, and look through them at a light or window. What happens? What color did they see? Repeat with other combinations of primary colors. See if the children can remember what colors result from various combinations.

4. Leave the gels in a box in the classroom for children to play with on their own.

Variations:

1. Use flashlights with gels in a darkened room.
2. See SCIENCE: "Color Chart and Color Mixing"

#4

Area: SCIENCE- "Color Chart & Color Mixing"

No. of children: 4-6

Although this project is quite structured, there is still plenty of room for kids to experiment and explore. (Even kids who are color blind enjoy playing with the eye droppers.)

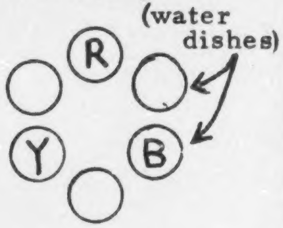
Objectives:

1. Tells which primary colors (red, yellow, and blue) will mix to make a secondary color (orange, green, and purple).
2. Recognizes that two colors mixed together a new color.
3. Labels or points to primary colors. (48-60 mo. Lang. IB)
4. Matches identical, familiar colors.

Materials: Red, yellow, and blue food coloring in small squeeze bottles; pitcher of water; 6 petri dishes or clear containers; eye droppers; large color chart*; for each child, a paper with a 6-sectioned circle for the kids themselves to color in; crayons and felt pens; butcher paper.

Procedure:

1. Arrange 6 petri dishes in a circle on a table. Let the children take turns pouring water into 3 alternating dishes. Squeeze drops of food coloring, red, yellow, and blue, into the dishes and have the children identify these colors and find the same primary colors on the chart.

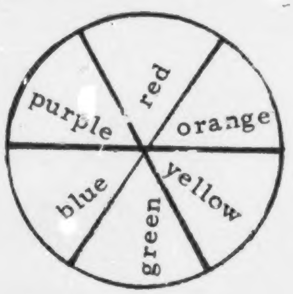


2. Next. let the children use eyedroppers to transfer water from the blue and yellow dishes to the dish in between. Encourage them to count the number of drops as they mix colors to help balance the color combinations. When they have produced the green water, have them find green on the large color chart. Repeat the procedure with red and yellow, and blue and red. Have the secondary colors on the chart identified.

3. When the children have finished mixing the secondary colors in the dishes, have them mix colors with eye droppers on the white paper covering the table.

4. Remove the water and have the children color in their own color charts, copying from the large color chart. Help each child by printing the first letter of the color name, using the correct color, in each section of the chart. Have children name colors and refer to large color chart.

*NOTE: The color chart is a large circle divided into 6 parts. The primary colors, red, yellow, and blue, are colored in alternate sections. The combinations of 2 primary colors (i.e secondary colors, purple, green, and orange) are colored in the sections in between. Cover the table with newspapers to catch spills and put a sheet of butcher paper over the newspapers so that the colors will show up better.



Area: SCIENCE - "Candles with Air and Water"

No. of children: 4-6/lg. group

Don't worry if the kids don't understand the scientific principles involved. The language, observation, exploration, and discovery processes will carry over to other areas and provide the kids with useful skills.

Objective:

1. Can answer questions classifying and organizing objects according to form, use, and function. (48-60 mo. Lang IIA)
2. Can stay with an activity for some time. (SE III)
3. Puts bottle over small object. (FM, Eye-hand coordination)

Materials: A shallow bowl; short candles; a quart jar or tall glass for each child; water

Procedure:

1. Seat children around a table. Give each child a shallow bowl with a short candle in the center. Light the candles and let drip so that the candles can be placed in the melted wax. Have the kids carefully put their candles in the soft wax (or use Votive candles which are stable).

2. Fill the bowl with water and relight all the candles.

3. Each child puts his/her jar inverted over the candle. Ask the children to tell you when the water starts to rise and when it stops. Explain to them that the flame of the candle burns some of the air in the jar or glass--the part of the air that is oxygen. As the air gets burned up, the water goes up inside the jar to replace the air.

4. Repeat, asking the children to explain the steps. This time, ask the children to tell you when the candle goes out. Is the water still rising inside the jar? Why does water stop rising at the same time the candle goes out?

5. When the candles get very short, the rising water may put out the flame before the oxygen is burned up inside the jar. Discuss the effects of water on fire (cooling, preventing flame from getting oxygen). Compare the flame to breathing -- we can't breathe under water. That really means we can't get oxygen from water as we can from air. And so on.

COMMENT: This activity may be done as a demonstration for the whole class, followed by a repeat with interested children at project time.

#6

Area: SCIENCE- "Pop the Cork" **No. of children:** sm/lg group

This demonstration is as close to non-fail as you can get, but it never hurts to practice once or twice beforehand.

Objectives:

1. Answers questions classifying and organizing objects according to form, use, and materials. (48-60 mo. Lang IIA)
2. Names common objects by pointing or vocalizing. (12-18 mo. Lang IB)
3. Can stay with an activity for some time. (SE III)

Materials: Empty bottle with tight fitting cork; vinegar; baking soda; funnel; balloon.

Procedure:

1. Seat the children so that they will all be able to observe the demonstration. Show and describe the materials. Let children smell and touch the vinegar and baking soda. Narrate the procedures as you conduct the demonstration.

2. Using the funnel, put about 2 tablespoons of baking soda in the bottle. Add vinegar, remove the funnel, and quickly put the cork in the bottle.

3. Call attention to the bubbles forming in the bottle. Watch the cork pop out.

4. Ask the children to try to figure out why the cork popped out. Encourage ideas and suggestions. Remind the children of the bubbles. Explain that the vinegar and baking soda, when mixed, make a kind of air called carbon dioxide. The air, carbon dioxide, in the bottle needs more room, pushes on the cork, and finally pushes it out of the bottle. Let the kids smell the air in the bottle. (They will probably still smell vinegar.)

5. Repeat the demonstration -- pop the cork!

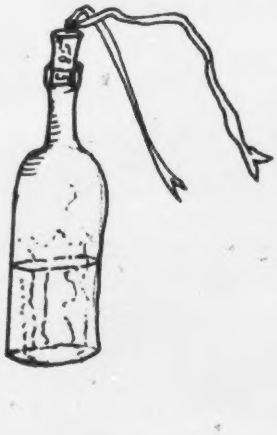
6. Try the procedure again using water instead of vinegar. (It shouldn't work. If it does, stop drinking tap water!)

7. Repeat with vinegar and baking soda again.

8. Use a balloon instead of a cork. Watch the balloon blow up.

NOTE: Pinning a streamer to the top of the cork adds a touch of drama.

See also: ABC Science Experiments, by Henry Milgrom, for other simple ideas.



Area: SCIENCE - "Balloon-Powered Rockets"

No. of children: sm/lg group

A fun demonstration, but more meaningful in the context of a unit on space or as part of a series of experiments with air.

Objectives:

1. Answers questions classifying and organizing objects according to form and materials. (48-60 mo. Lang IIA)
2. Identifies objects (balloons) as having more or less air. (36-48 mo. Cog. IIIB)
3. Names common objects by pointing or vocalizing. (12-18 mo. Lang IB)

Materials: A long balloon (and some spares, of course); half a straw; string; tape; bobby pin or wire; scissors.

Procedure:

1. Seat the children so that they will be able to see what you are doing. Describe the procedures as you go along.

2. Thread the string through the straw, explaining that the straw will be a rocket aimed at the moon (or wherever). Attach the string, pulled taut, 6 or 7 feet high, wall to wall (cabinet, etc.).

3. Blow up the balloon and tie the end. Describe what is happening with the air -- as you blow up the balloon, you push the air in and stretch the balloon more and more. The air is pushing the balloon out and the balloon is squeezing the air. Let children feel the balloon, squeeze it, and feel the air pushing back.

4. Attach the balloon to the straw with a piece of tape. Count down for the launch. At blast off, cut a small hole in the tied end of the balloon. Watch!

5. Ask children what happened and why. Remind them how hard the air was pushing inside the balloon --- - the air rushing out the little hole being squeezed by the balloon, pushed the rocket along the string.

6. Try a larger balloon. Try using a balloon which is only partly blown up. Let children compare the feeling of balloons with more and less air. Launch the rocket again and discuss how far the rocket goes under different conditions.

Variation:

1. Have several strings taut across the room. Compare the speed and distance travelled by larger and smaller balloons.

Area: SCIENCE - "Leaf Silhouettes" **No. of children:** 4-6/sm. group

A great nature-art project which also provides practice in visual discrimination.

Objectives:

1. Names or matches three colors. (48-60 mo. Lang. IB)
2. Sees differences in pictures. (48-60 mo. Lang. IB)
3. Recognizes identical pictures. (48-60 mo. Lang. IB)
4. Recognizes objects in silhouette. (48-60 mo. Lang IIC)
5. Prints with a sponge.

Materials: Sponges (3x5); shallow containers of thin, well mixed poster paint of different colors; large white paper; a collection of leaves which are flat and in good condition (4 of each)

Procedure:

1. Give each child a piece of paper. Have the plates of paint, sponges, and leaves in the middle of the table.

2. Have them hold down a leaf with their fingers and press a paint sponge over it for a second. When they lift the sponge, there is a silhouette of the leaf.

3. Have them continue in this fashion, filling their paper with leaf prints. See if they can recognize which leaves are the same and which leaf made which silhouette.

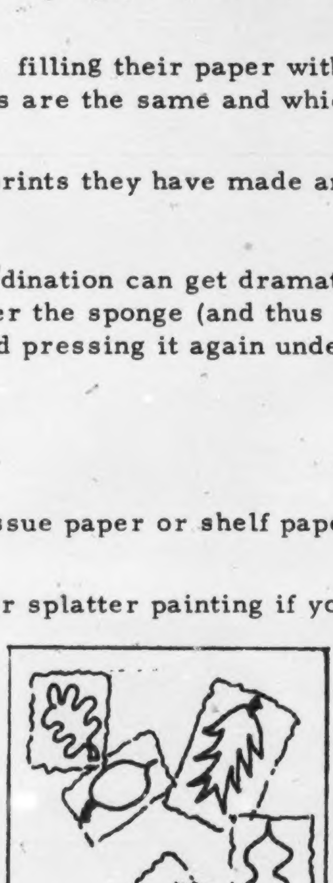
4. Children can count the number of prints they have made and name the colors used.

Extension: Children with good hand-eye coordination can get dramatice effects by taking the leaf which has been pressed under the sponge (and thus covered with paint), turning it over onto the paper, and pressing it again under a sponge with a different color paint.

Variations:

1. Use the same process on white tissue paper or shelf paper to make beautiful wrapping paper.

2. Nature materials are excellent for splatter painting if you have the framed screens and tooth brushes.



Area: SCIENCE - "Environmental Collages" **No. of children:** 6-8

A group effort which is meaningful as well as fun, and a great way to review and reinforce a field trip experience.

Objectives:

1. Works with a group to achieve a common goal (cooperative play). (60-72 mo. SE VI)
2. Uses texture, shape, weight, size, and where found to describe an object. (36-48 mo. Cog. I)
3. Is able to tell what materials are made of. (54 mo. Cog. I)
4. Works well with other children. (SE IV)
5. Carries objects from trays to collage board. (18-23 mo. GM III)

Materials: Large piece of heavy cardboard or plywood; felt pens; glue; found objects from a field trip (to ocean, woods, etc.); paper bags; paints.

Procedure: -

1. While children are on a field trip* to the ocean, woods, park, or a walk around the block, have them collect things in paper bags (shells, rocks, leaves, flowers, etc.).

2. When they return (or the next day) have them dump the contents of the bags onto trays and describe some of their found objects and where they were found.

3. Next, lay out the plywood or cardboard. Draw some landmarks (e.g. pond, trail, etc.) to remind the children of the field trip area. Let the children glue on the things they collected in the appropriate places.

4. When the collage is dry, children can paint parts of it with poster paint and hang it in a prominent spot in the classsoom.

*NOTE: Be sure it's OK to collect objects. Some parks and recreation areas forbid it and we don't want kids to learn illegal practices. Let the kids know that you have permission to collect some things and what kinds of things are OK.

Variation:

1. Make a trash collage, talking about ecology and littering. This has the advantages of not requiring permission to collect materials. Be careful of dangerous materials such as pop tops, broken glass, etc.

NOTE: See the illustration style of Ezra Jack Keats ("Hi Cat, Snowy Day") for collage technique.

#10

Area: SCIENCE - "Ring of String"

No. of children: 3-4

One of the best features of this project is that it can be done outside anywhere. There are things to be found and observed in any bit of dirt.

Objectives:

1. Acts out stories (60-72 mos. Lang IIIB)
2. Draws recognizable pictures of objects in the environment. (60-72 mo. Cog. IVA)
3. Tells a story. (36-48 mo. Lang. IIIA)
4. Uses texture, quality, color, and number to describe an object (30-48 mos. Cog I)
5. Names objects (18-24 mos. Lang IB)

Materials: Three-foot piece of string, a stick, 1-2 magnifying glasses (optional), pieces of paper for drawing, felt pens or crayons.

Procedures:

1. Outside, have children make a circle on the ground (sand, grass, or dirt) with the string.

2. Have them take a close look at the area inside the ring. Offer suggestions for observations, as well as encouraging questions: Is the ground hard or soft? damp or dry? What colors do you see? What grows here? etc. Have them pull out a weed or blades of grass - are there roots? Open a seed pod or acorn - what's inside? Name and count the number of different things they find inside the area. Poke a hole in the ground with a stick - what insects can they find? What are they doing? Is the earth different inside the hole than on top? How different?

3. Have them use a magnifying glass for their observations. Does the magnifying glass make everything bigger or smaller?

4. Draw a circle on a piece of paper, and let the children draw the things they observed in the circle.

EXTENSION: Make up a story about the creatures the kids discover and let them act it out, e.g. ants looking for food, spider spinning web to catch fly, etc.)

#11

Area: SCIENCE - "Outdoor Scavenger Hunt"

No. of children: 10-12

Our reviewers gave this project a 4 - star rating. (Kids enjoyed it too.)

Objectives:

1. Works in a group that is goal directed (60-72 mos. SE VI)
2. Answers who, what, where questions (36-48 mos. Lang IIIA)
3. Names objects (21-24 mos. Lang IB)
4. Matches objects (24 mos. Cog IIIA)

Materials: A list or set of cards showing items to be found written in pictures; e.g. one card might have 3 acorns drawn on it meaning, "find 3 acorns". A sack for each team.

Procedures:

1. Arrange a field trip to the park or beach. Before leaving on the trip, divide the children into teams of equal numbers. Give each team an identical list of outdoor items to find on the field trip. Have one adult accompany each team to facilitate the "hunt" and to extend the language of the scavengers.
   Sample List #1: For the beach - driftwood, shell, bottle cap, sand, green glass, rock, seaweed.
   Sample List #2: For the park - ant, clover, flower, leaf, lady bug, feather, stone.

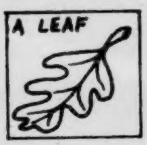
2. At the end of the trip, have the children count number of items found and match items to pictures, naming those items found and who found them, and where they were found.

EXTENSION: Make a collage of the found objects -- either individual collages or group collages. (Please don't glue ladybugs to paper or plywood.)

Variations:

1. With kids, draw pictures of items to be found so groups can be more independent of the teachers. Go over items before leaving. Count the number of each item to be found.

2. Give each child a card showing one of the items to be found. Choose a task appropriate to the child's ability.



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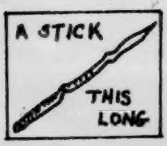


3. Include tasks to be accomplished (e.g. see a squirrel) as well as objects to be found and collected.

NOTE: Read "Dear Dustman" (U.S. title: "Dear Garbageman") to the kids.

Area: SCIENCE - "Paper Birds" **No. of children:** 4-6

A good introduction to birds and bird life. Kids love playing with their birds after they make them.

Objectives:

1. Glues by joining or bonding. (48-60 mo. FM I)
2. Fringes paper with scissors. (36-48 mo. FM II)
3. Imitates folding paper wings in half. (21-24 mo. FM IV)
4. Names common pictures. (21-24 mo. Lang IB)

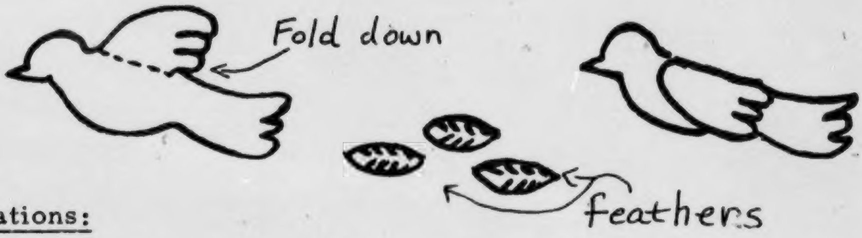
Materials: Pre-cut bird shapes (2 per child); pre-cut feathers (lots, in a variety of colors); string; scissors; glue; books or flash cards with pictures of birds; felt pens; (real feathers are good to look at and touch) (See pattern on second sheet.)

Procedure:

1. Begin by giving each child a book or several flash cards with pictures of birds. Identify and name some more commonly known birds. Ask questions about what birds have in common with each other(e. g. they have wings, feathers, they fly, lay eggs, etc.).

2. Collect the books and cards and hand each child two bird shapes. Have them glue everything together but the wings. Next have them fold down the wings and color in eyes with a felt pen. Many children put both eyes on the same side and may even add a nose and mouth. When this happens, turn the bird over, explain that birds have an eye on each side and ask child to draw another eye. Don't worry if they don't really grasp the idea. The concept of faces in profile comes later.

3. Pass out scissors and let children fringe the feathers. Let children glue the feathers onto the birds. Discuss the functions and characteristics of feathers. The wings and body of the birds provide four potential surfaces for feathers. Keep reminding kids to turn the birds over, fold wings up, fold down, to see all the places feathers might be needed.



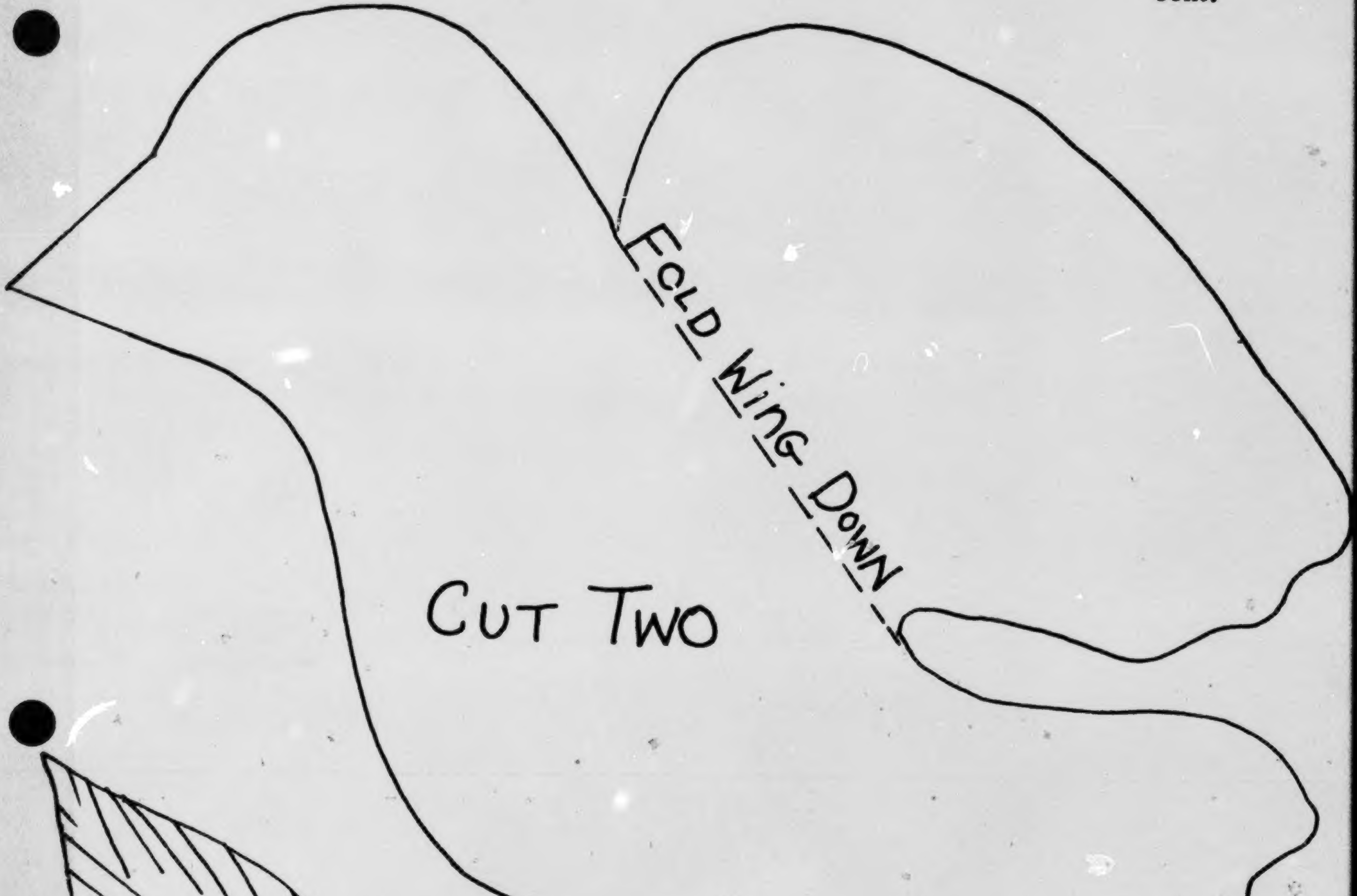
Variations:

1. Punch a hole in the bird's neck and tie with a long string to make a bird kite.

2. Make a mobile by suspending yarn or string from the ceiling and attaching birds with clothes pins.

EXTENSION: Read "Tico and the Golden Wings" by Leo Lionin.

#12
cont.


FOLD WING DOWN
CUT TWO
CUT FRINGE
FEATHERS

Area: SCIENCE - "Bird Nests" **No. of children:** 6-8

Kids really get into this and are very proud of their nests. Most of the nests look like muddy clumps of dead weeds. It's fun to watch parents try to think of something appropriate to say as kids proudly present their masterpieces for praise and approval.

Objectives:

1. Persists until task is completed. (SE III)
2. Collects materials for specific goal or purpose.
3. Rolls, pounds, and squeezes playdough. (24-29 mo. FMI)
4. Uses materials in a variety of ways. (SE III)

Materials: Sticky, bown playdough (for mud); blue playdough (for eggs); yellow, red, or green (or other) playdough (for birds); paper bags to collect grass, twigs & straw; string pieces; paper plates; sample of pre-made nest or real nest (real nest is far better).

Procedure:

1. Show children an example of real birds' nests or hand-made one. Go out into the yard and let children collect small twigs, grass, straw, etc.

2. When the group is reassembled at the table, give each child a plate and lump of playdough mud.* Show them how to form a nest with hands. Have them add twigs, straw and string, held together with more dough, creating the nest on the paper plate. Remind children that the eggs will go in the center of the nest where the baby birds will hatch, so the center of the nest must have soft, warm materials (string, yarn, cotton, etc.).

3. When the children have finished making their nests, give them blue playdough to make the eggs. Many children like to try to make mother or father birds to sit on the eggs or beside the nest.

4. While this activity is going on, discuss the role of the bird parents in nest building, sitting on eggs to keep them warm, and getting food for the baby birds when they hatch. Discuss the functions of the various materials--mud sticks the nest to the tree and holds the twigs and grass together; soft materials in the center keep the eggs warm and cushioned, etc. A few kids will continue (indefinitely) pretending the eggs hatch. Let them make playdough food -- worms, bugs, etc. -- for parent birds to feed newly natched babies.

*NOTE: We tried real mud once, but several of the kids would have none of it. Sticky playdough is a good substitute. Some kids still need to be reassured that it's only playdough.

NOTE: This could go on as a several day sequence for younger kids.

Variation:

1. Organize a drama activity with parent, baby birds, and eggs.

#14

Area: SCIENCE - "Animals and Their Homes"

No. of children: 4-6

Fine project for language stimulation, reasoning, learning to ask and answer questions. Can also accomodate kids with minimal language.

Objectives:

1. Gives understandable responses to an unusual problem.
2. Classifies and organizes objects according to use and gives a reason. (e.g. A barn "protects him and keeps him warm.") (48-60 mo. Lang IIA)
3. Groups consistently by one attribute and able to tell why. (36-48 mo.)
4. Names some pictures of common objects. (21-24 mo. Lang IB)
5. After identification, can point to correct picture in a group. (21-24 mo. Lang IA)

Materials: Three or more pairs of animals and their homes' pictures (bird/nest, horse/barn, frog/pond/ dog/dog house, etc.); game card or feltboard divided into six spaces; : police officer's hat.

Procedure:

1. Ask each child where (s)he lives. Discuss different kinds of homes. Some people live in houses, apartments, tents, trailers, huts, etc. Homes come in different sizes and shapes.

2. Show each of the animal & home pictures and have it identified. Tell the children that they are going to take turns being a police officer. "A police officer can help you when you are lost." Appoint a child to be the officer and wear the hat. Arrange the game card like this: "Someone is lost and cannot find his home."

horse	frog	bird
barn	?	nest

3. Have the children repeat with you, "Who is lost, police officer?" After the officer identifies the frog as being lost, ask, "Where does it live, officer?" Give clues if necessary. When the pond is guessed, place it on the board for all to see. Ask, "Why is a pond a good home for a frog?" Remove the six pictures and have the police officer choose someone to take his place.

4. In a different order, place three animal pictures on the top row of the board and place only two pictures of homes below. Following the same procedure as above, have the one who is lost identified and then identify its home.

5. After each child has had a turn being officer, discuss the possibilities of each creature being returned to the wrong home and the advantages and disadvantages of this situation, e.g horse to pond. Place animal cards and home cards in two piles in the middle of table. Taking turns, have each child choose a creature and a "funny home." Have child tell why his animal would like (and then not like) this home. The teacher may give clues if necessary.

Variations:

1. Parent and baby animals. 2. Community workers and the tools of their trades. (60-72 mo.) 3. Buy or make puzzle matching animals to homes for children to use individually.

Area: SCIENCE - "Animal Habitats" No. of children: 4-8

This activity lends itself to many variations and can be made simple or complex to suit the needs of your kids.

Objectives:

1. Makes comparisons, drawing conclusions. (36-48 mo. Cog. IIIA)
2. Classifies animals according to habitats.
3. Learning about natural environment of animals.
4. Learning anatomical features of animals and methods of locomotion.

Materials: Three sheets of tagboard with a drawn picture of water, air, land and clouds; pictures of animals that live mostly on land, in water, or in air.

Procedure:

1. Have children sit around table. Show them pictures of habitats and have them identified. (To demonstrate, show a picture of an animal. Discuss how that animals moves: by moving its wings in the air, fins in water, or legs on land. Tell kids that the way an animal moves tells where it lives.) Ask children if this animal lives mostly on land, in air, or in water. Stand pictures of habitats on table within reach of children. Place animal's picture by his home.

2. Let children each choose a picture of an animal, name that animal, and place it in its habitat. Ask child how she knows animals lives mostly in ________________. For younger child, ask if animal has wings, fins, or legs. Continue for several turns per child.

Variations:

1. See SCIENCE: "Animals and Their Homes".

2. Use only birds. Classify by shoreline birds, wading birds, swimming birds, forest birds, etc. Observe feet, body, beak, and how these help in the birds' habitats.

3. Make a collage of animals and habitats using pictures from magazines.

4. Categorize animals by pets, farm animals, wild (zoo) animals, etc.

Area: SCIENCE - "Animal Classification" **No. of children:** 6-8/lg. group

This activity requires lots of preliminary projects on animals in order to work.

Objectives:

1. Is able to classify animals by (taxonomy) animal group (fish, bird, reptile, mammal, amphibean).
2. Groups by one attribute ("It swims. Has wings. It crawls."). (30-42 mo. Cog. IIIA)
3. Names animals. (24-36 mo. Lang. I)

Materials: Large signs with words (BIRD, FISH, MAMMAL, REPTILE, AMPHIBEAN); animal flash cards with pictures of different animals.

Procedure:

1. Have children sit in a large semi-circle facing an oblong table with the signs taped on the wall above the table.

2. Talk about why animals are different and what animals go in certain groups. Talk generally and ask questions.

3. Begin by holding up one flash card at a time and have the children name the animal, talk about its qualities and try to put it into the correct group.

4. Have children come up and take turns putting the flash cards under the correct sign. Help younger children by having them name the animal and directing them to the right sign.

Variation:

1. Start by using fewer categories, e.g. birds, fish, mammals.

#17

Area: SCIENCE - "Anatomy: Skeleton" **No. of children:** 6-8

Do this around Halloween and use the pictures for decorations.

Objectives:

1. Identifies various bone structures (skull, ribs, leg, arm, hands, fingers, etc.).
2. Begins to understand the skeletal system.
3. Points to smaller parts of body (knee, ankle). (24-30 mo. Lang. IA)
4. Points to 4 or 5 body parts in picture (legs, head). (21-24 mo. Lang IA)

Materials: Black paper; white chalk; plastic model of skeleton and/or large Halloween skeleton; books and illustrations of body and skeletal system; dried chicken or lamb bone which shows a joint.

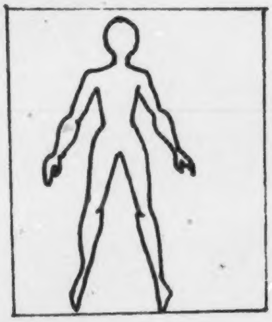
Procedure:

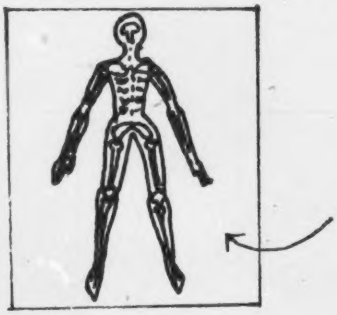
1. Have children sit at a small table with the books and model on the table. Display large Halloween skeleton on a nearby wall. Begin with a simple description of the skeletal system. Identify the different bones.

2. Choose one child to stand on top of the table and bend various joints. Tell all the children to feel their skulls and move their jaw bones. Show them the chicken or lamb bone joint. Ask children to imagine not having bones in their bodies. Could they stand up? Walk around? Has anyone ever had a broken bone?

3. Give them each a piece of black paper with an outline of a body drawn in white chalk. Let them take chalk and draw in their own version of the skeleton.

4. As they are drawing, again talk about the various bones in the body. Help them identify body parts as they draw in the bones.





Black paper and white chalk.

Variation:

1. Pre-draw skeletons and let children glue on pieces of dry spaghetti for the bones.

#18

Area: SCIENCE - "Anatomy: Ears and Hearing"

No. of children: large group

Learning to listen is tough for kids. Using a puppet helps hold their attention and keeps them focused on the game.

Objectives:

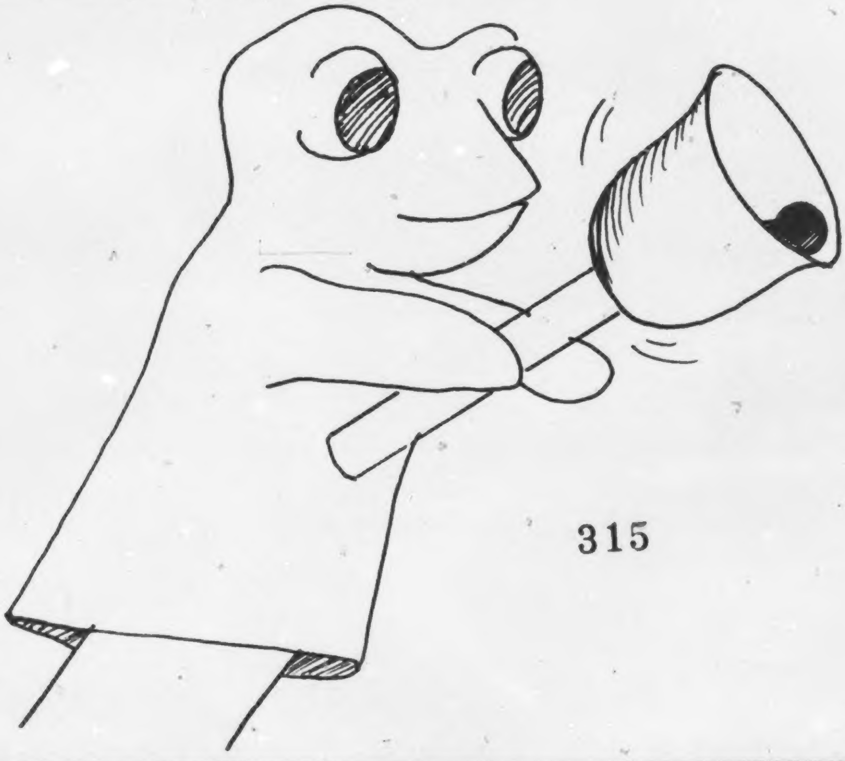
1. Identifies action in pictures. (36-48 mo. Lang. IB)
2. Recognizes gross sounds in environment and identifies object that made the sound. (30-36 mo. Lang IA)
3. Associates body parts with their functions. (hearing/ears). (24-30 mo. Lang IIIA)
4. Names several common objects. (21-24 mo. Lang IB)

Materials: Froggie puppet (or other puppet character); large model or picture of ear; objects which make noises, e.g. paper to crumple, telephone to dial, drum, zipper, cups, bell, scissors, paper to tear, horn, etc.

Procedure:

1. Froggie appears and tells the children that he has found something. He lugs the model up (or picture) of the ear and asks them if they know what it is. Froggie should act surprised and ask questions: "What is it? What does it do? How many do you have?"

2. Froggie then tells the children he is going to find out if they are right about hearing with their ears. "I'll make a noise behind the screen. See if you can hear it and guess what it is by listening." Froggie then disappears, makes a noise (e.g. rings a bell), and pops back out to ask if children heard the sound. "What was it?" When children identify the sound, Froggie brings out the object(s) and, making the sound again. lets the children watch the object. Repeat, using a variety of sounds.



Area: SCIENCE - "Anatomy: Tongue and Taste"

No. of children: 4-6/lg. group

This is a very popular project. The kids, ever optimistic, expect chocolate chips. Somebody else will get the lemon.

Objectives:

1. Describes food as sweet, sour, salty, or bitter.
2. Answers questions classifying food types by taste. (48-60 mo. Lang IIA)
3. Identifies food by taste alone.
4. Names common foods. (21-24 mo. Lang. IB)

Materials: A tray with various small portions of foods (oranges, bananas, cracker, lemon, peanut butter, grape juice, lettuce, celery, raisins, chocolate chips, bitter chocolates, etc.); blindfold; various pictures and illustrations of the tongue and taste buds.

Procedure:

1. Have children sit in a semi-circle. Put the tray of food within reach but out of sight of the children. Ask the children how they taste food. Show pictures and illustrations of the tongue and taste buds and describe their functions.

2. Choose one child to be blindfolded. Show the other children what (s)he is going to taste, but remind them not to tell the guesser.

3. Let the blindfolded child try guessing what food (s)he is getting just by smelling. Then let the guesser taste the food. Ask if (s)he still thinks it's (orange). Take off the blindfold and let the child see what kind of food (s)he just ate.

4. As all the food is tasted and identified, ask each child if the food (s)he has is sweet, sour, salty, or bitter. Ask the other children if they agree. If there is disagreement, have all the children taste a small portion and discuss the taste.

5. Refer to the anatomy pictures and review the function of the tongue and taste buds as the children try different samples of food.

Area: SCIENCE - "Scent Jars" No. of children: 4-6

Do this project when the colds and sniffles are at a minimum (if there is such a time).

Objectives:

1. Matches objects by their scent.
2. Identifies smells as sweeter than or harsher than. (36-48 mo. Cog. IIIB)
3. Points or names "what do you smell with?" (24-30 mo. Cog. I)
4. Sniffs when asked to smell object.

Materials: Opaque jars (2 for each item to be used); mint leaves, lemon, vinegar, lavender leaves, vanilla, slices of apple, onion, carrot, orange; squares of gauze to fasten over the tops of the jars with rubber bands.

Procedure:

1. Gather children in a circle or around a table. Tell them to close their mouths and hold their noses shut. What happens? They can't breathe. Tell them to put their hands on their ribs, take a deep breath, and release it. Feel the ribs go in and out.

2. Take one of the scent jars (vanilla is good to begin with) and give each child a chance to sniff it. Go around again, telling children to try to smell by breathing through their mouths, holding noses shut again. What happens?

3. Discuss breathing and smelling through nose. If they have a cold and stuffy nose, they can still breathe through their mouths. Can they smell things too? (If children think they can, let them try again.)

4. Pass the scent jars around, one at a time, letting each child smell the scents. Ask them to describe the scents. Which ones smell like things you eat? Which smell best? to whom? worst?

5. Give each child a jar and let him try to find the jar which matches. Trade jars and match again.

Area: SCIENCE - "Anatomy: Digestive System"

No. of children: 6-8

Kids are fascinated with the in and out process of the digestive system. Most of them have never considered the connection before. Expect lots more bathroom conversation for a few days. Don't worry. As the mystery goes, so does the silliness.

Objectives:

1. Begins to understand concept of food digestion.
2. Recognizes picture of digestive system.
3. Draws a semblance of digestive system on pre-drawn figure.
4. Associates body parts with their functions (mouth/eating). (24-30 mo. Lang IIA)

Materials: Diagram and picture of digestive system; model or "Visible Man or Woman" (if available); tray with small cup of ice water; papers with pre-drawn body outlines; felt pens or crayons.

Procedure:

1. Gather children around the table and show them pictures or model of the digestive system. Ask them if they know what happens to their food when they eat it. Talk about chewing food with their teeth and swallowing. Then what happens? (Refer to pictures and model.) Describe how food goes down a tube to their stomach where the food gets mixed up and ready for their body to use to live and grow. Show the intestines and describe how the food gets taken into their body through the walls of the intestines. All the extra stuff from the food that can't be used by the body goes to the colon. Since their body can't use it and they can't keep all that stuff piling up inside, what happens? (Right! PooPoo, BM, etc.)

2. Give each child a cup of ice water and have them all drink at the same time, feeling the cold water in their mouths, down their throats, and into their stomachs. Describe how extra liquids go through the kidneys to their bladders. Then what happens? (Right again!)

3. Give children the pre-drawn body outlines and let them draw in their own version of the digestive system. Refer to the pictures and/or model, ask children about their drawings, and review the processes again.

Area: SCIFNCF - "Touch and Temperature" No. of children: 2-4

Water play is a wonderful device for language and concept development.

Objectives:

1. Uses temperature to describe a substance. (36-48 mo. Cog. I)
2. Identifies objects as hotter than or colder than. (36-48 mo. Cog. IIIB)
3. Fills and dumps containers of water. (24-29 mo. FM I)

Materials: Plastic dish pans, half filled with cold water; pitcher filled with hot water; different sized containers for filling and dumping; eye dropper.

Procedure:

1. Seat children on the floor or around a table with one pan of water for each child or pair of children. Tell the children not to touch the water --just look--and to figure out whether it is hot or cold. Can they tell by looking? No. How could they find out? Have them touch the outside of the pan. Does it feel cold or hot? Try it with closed eyes. Still the same? Tell children that the water is indeed cold and that it is OK to play in the water with the containers.

2. As the children play, review the discussion of temperature (cold-hot), and review the idea that they can't see temperature but they can feel it through thier skin.

3. Go to each child in turn. Ask him to close his eyes and drop some cold water on his arm with the eyedropper. Ask the child where he feels the water and whether it feels hot or cold.

4. Ask children to cover their eyes with one hand and leave the other hand in the water pans. Slowly pour hot (but not painfully hot) water into the pans. Ask children to tell you when the water feels different. How does it feel? Put some ice cubes in the water. Ask children to try to feel the cold of the ice cubes floating on top and the warmer water below.

5. Using hot water (i.e. slightly above luke warm), repeat the procedure in Step 3. Alternate hot and cold drops of water and try other parts of the body.

NOTE: Some children seem to understand hot-cold when water is poured in the pans, but can't discriminate between hot and cold water dropped on their arms, back, neck, etc. If you find a child who responds this way, try some textures. For example, rub his arm or back with a teryy cloth towel and with fake fur. Ask him to touch the two cloths (with hands) and tell which one he felt each time.

Area: SCIENCE - "Sense: Touch" **No. of children:** large group

Children have a naturally keen sense of touch. This game helps them discover what that sense is.

Objectives:

1. Problem solving -- performs a variety of actions on an object to determine its nature (shaking, smelling, touching). (48-60 mo. Cog. I)
2. Uses texture, shape, weight, and size to describe and identify an object. (36-48 mo. Cog. I)
3. Identifies several common objects by touch alone.
4. Names several common objects. (12-18 mo. Lang IB)

Materials: Blind fold; bag filled with objects found around home or classroom such as toothbrush, comb, rock, shell, block, apple, banana, hat, paintbrush, pine cone, scissors, pencil, crayon, etc.

Procedure:

1. Seat children in a circle. Tell them that they will have to feel to guess what they are holding.

2. Choose one child to come up, be blindfolded, and take something from the bag. If she does not identify the object by touch immediately, ask if it's hard/soft, big/little, round/pointed, heavy/light, etc. If the child does make a guess immediately, ask why she thinks so. Take off the blindfold and let her see if she was right.

3. Talk about how they are using their brains and sense of touch to figure out what they are holding.

NOTE: For younger children, show 5 objects and have them identified. Blindfold child and place one of these objects in his hands for identification.

Variation:

All children in circle could be blindfolded and given the same or different objects. After identification, have the children give many descriptive words about the way the object feels.

#24

__Area:__ SCIENCE - "Anatomy: The Heart" __No. of children:__ 6-8

Actually, this project has several parts, each of which could take a day ot two and could be repeated.

__Objectives:__

1. Recognizes the heart and its functions.
2. Recognizes a picture of the heart.
3. Imitates vertical and horizontal strokes. (24-29 mo. FM II)
4. Uses texture to describe an object. (36-48 mo. Cog. I)

__Materials:__ Model of heart; stethoscope; picture and illustrations of heart; lamb hearts and a beef heart; felt pens and paper; popsicle sticks.

__Procedure:__

Gather children at the table and show them the model and pictures of the heart. Explain that the heart is a strong muscle about the size of a fist which pumps blood through their body. Using the model and pictures, describe the arteries (red) and the veins (blue).

2. Have the children look at the inside of their wrists and elbows. Point out the veins. With a bl[illegible] pen, trace a few veins on their arms (with an arrow pointing up, towa[illegible]e heart). Draw some arteries with red pen (arrows pointing down) t[illegible]present blood going into arms and hands with food and oxygen to keep [illegible]eir tissues alive and growing.

3. Have each child put one hand on the table, palm up. Press your finger on the heel of each child's hand. A white fingerprint will appear and quickly disappear. Explain that when you press their hands, the blood gets pushed away from that spot. Then the blood returns quickly to make the spot pink again. Tell the children that the blood is in every part of their body. Ask them if they have ever had a cut or scratch? Where? When the skin gets broken, some of blood comes out. (Children are likely to report injuries all over, lots of blood, and confirm your point in elaborate, gory detail, from their personal experiences.)

4. Let children take turns listening to their own and others' heart beats with the stethoscope. The 'thump' is the sound of the heart pumping blood in and out.

5. Give each child (or pair of children) a lamb heart and a popsicle stick. Let them explore the cavities with the stick. Cut the beef heart and show the children the ventricles, auricles, veins, and arteries.

6. After cleaning up the hearts, give the children a pre-drawn body outline and let them draw the heart, arteries, veins with blue and red felt pens. Review and refer to the pictures and model.

#25

Area: SCIENCE - "Anatomy: The Brain" **No. of children:** 6-8

It's surprising how many kids don't know their brain is located in their head.

Objectives:

1. Recognizes picture of brain and spinal cord.
2. Uses texture to describe an object. (30-48 mo. Cog. I)
3. Tells name and use of simple objects and sounds. (36-48 mo. Lang IIA)
4. Draws simple strokes. (24-29 mo. FM II)

Materials: Pictures and illustrations of brain and spinal cord; felt pens; paper with pre-drawn body outline for each child.

Procedure:

Seat children around the table. Show them illustrations and pictures of the brain and spinal cord. Ask the children to feel their heads, rap on their heads with their knuckles, and feel the lump in the back of their necks. Tell them that inside their head is a hard bone shell called the skull. The hard lumps in their necks go right down their backs (check out a friend to be sure). Explain that these bones are inside. Talk about the importance of the brain and nerves being protected.

2. Ask some questions -- name, ages, etc. Ask how they can remember these things? (Brain.) Ask children to put one hand up in the air, then down. Describe the process: "You hear me say to put your hand up by listening with your ears. The ears are connected to your brains, so your brain understands and sends a signal to your arm muscles to go up."

3. Ask children if they have ever gotten burned on a hot stove. (They all have dramatic stories of profound injuiries.) "Did it feel hot? Did it hurt?" (Of course!) Describe the feeling of heat and pain going through the nerves to the brain. Review -- the brain thinks, remembers things, feels, and makes muscles move, etc.

4. Give children pre-drawn body outlines and let them draw their brain and nervous system. Refer to pictures and illustrations.

Variation:

1. See SELF-IMAGE - "Body Outlines."

After doing a couple weeks of anatomy, do body outlines, but instead of having kids add clothes, have them draw what's inside them -- bones, muscles, brain, heart, etc. Use the "Visibile People" and acetate overlays for reference.

COOKING

Cooking is an extremely popular activity and is offered almost daily at Circle. The possibilities for skills development are virtually limitless. It's also an activity which attracts our handicapped children and in which they can work with great success. Their motivation is high and their rewards are immediate.

Organization of the Unit

In this unit we have included several formats for cooking projects: group efforts, individual portion recipes, and cooking stations. One or two examples of each format are described in detail with suggestions for other recipes which lend themselves to similar treatment.

Some recipes require careful attention to proportions and order of combining ingredients. In other recipes, the ingredients, proportions, and sequences of steps are quite arbitrary. The emphasis, objectives, and format will differ accordingly.

In selecting cooking projects, try to consider nutrition, taste, and eye appeal, expense, variety and sanitation. Few recipes meet all of these criteria, but our collection is growing. In the bibliography, we have listed some cookbooks we have found useful. We would appreciate knowing about others.

Cooking Without a Kitchen

Many of our "cooking" projects are uncooked anyway. With a two burner hot plate, an electric skillet, and a popcorn popper, many things are possible. A refrigerator is essential, but need not be fancy or expensive. You should be able to find a good, serviceable, used refrigerator for $50-$100, perhaps less. (All prices seem subject to change -- always upward-- without notice these days.)

In children centers without kitchens, a modest investment in basic equipment will be returned with interest by providing exciting experiences for children.

Uncooked Snacks: Sanitation is a problem. Uncooked cooking projects require balancing fussy limitations in tasting, sneezing, coughing, or breathing, with the attendant health hazards to others, against the value of the project as an enjoyable learning experience. For example, fresh fruit cups are nutritious and well received, and the project is rich in potential for language, cognitive, and fine motor skills. But the product may be germ-ridden to a potentially dangerous degree. In these projects we find that putting the cut-up fruit in a colander and rinsing it with boiling water does not impair the flavor, texture, or nutritional value. (We considered soaking the fruit in peach brandy and serving it flambé, but were afraid our waxed cups would catch fire.) We aren't really sure the blanching procedure reduces the germ count, but in theory it should help.

Another solution to the sanitation dilemma is the use of individual portions, allowing each child to prepare his/her own snack. The teacher then makes enough for the rest of the class, either ahead of time or during the project by way of demonstrating procedures. Other suggestions are mentioned in the lesson plans, but the final decision must rest on your on-the-spot judgment. At Circle, the ultimate ethical question is, after we do a cooking project, are we willing to consume the product?

COOKING - An Editorial

by Dorothy Woods

And now comes a plea for more varied and more frequent cooking projects. Cooking experiences for children are valuable for more than the reasons usually listed in textbooks. It is a way of teaching math and some science concepts; certainly a lot of language is involved, and manipulation of various materials is always there. But along with all those goals there are some other reasons I feel so strongly about cooking.

First of all, these projects easily accomodate children of varying skills. The only prerequisites are being able to wait one's turn (and this is one skill which even the most resistant child is frequently motivated to learn -- the rewards are so obvious!), and waiting until the end to exchange germs (some fudging may occur here!).

Secondly, it is true that cooking could go on at home on a frequent basis, but the truth is that in most cases it doesn't -- for a variety of reasons:

1. It's messy. Very few really fun projects are neat, especially cooking.
2. It requires a certain amount of preparation -- possibly a trip to the store -- at the very least, getting out all the ingredients. Most of the preparation cannot be done by a preschooler.
3. It has to fit into the parent's schedule. Invariably my children decide to cook just after I've mopped the floor or when I have company coming or I am all set to sit down and indulge myself in something relaxing. The frustrating part is that even if I decide to let the child come first and so rearrange my schedule, many of those times the child loses interest before we're done and I have to to finish by myself AND I STILL HAVE ALL THAT MESS TO CLEAN UP! I know our household is not that unusual.

4. It requires an adult, almost always Mother, actively involved. Only if a sibling is considerably older or if there are other adults available can a preschooler cook without adding quite a bit of work to the mother's day. For a single parent home or where both parents work, this makes the chances even less likely. No matter how highly motivated a child is he really can't proceed very well on his own.
5. Once the child leaves nursery school he has even fewer opportunities to do cooking on a frequent basis since few schools are able to offer it in any but the most limited ways until seventh grade.

So, it seems appropriate to me to offer cooking fairly regularly. Cooking isn't any more work than any other messy project. We have a good set-up for handling the mess. The atmosphere is much friendlier and secure for handling "mistakes." No one gets terribly upset over eggs that aren't cracked properly, and a lot more humor is involved in our projects than is in most homes -- and it's understandable. The child is surrounded by peers making just as many goofs and messes as he is and it's very comfortable. And he's learning something which he's extremely interested in!

My particular frustration has been that I like recipes to be learning experiences too. I have been trying to collect recipes which allow as much independent activity as possible. Certainly learning goes on in making chocolate cookies and cornbread, but I really prefer projects such as the pizza one in which the teacher introduces the steps and then the kids go to it, spending as much time and effort on each step as they wish. Besides the leisure of going at their own pace, they are also actively involved in pounding the biscuit, in "painting" on catsup, grating cheese, etc! They are independently achieving something, which gives a wonderfully powerful feeling. And I'm all for feeling more powerful! Unfortunately, I do not have a long list of these kinds of recipes.

I also like to have healthy recipes so that the children do not get locked into the idea that snacks must be sweet. And I like to introduce new foods into their experiences. But, I also like the snack to be eaten! So, with all these criteria in mind, I have only a few recipes to offer. With everyone looking, though, I have hopes we'll find some really worth repeating.

Keep in mind your own personality. Don't make something just to be making it. Cooking is miserable if you aren't having fun with it! Choose activities you enjoy -- the enjoyment is contagious.

Cooking
Table of Contents

These recipes follow an order reflecting needed equipment. The first recipe needs no special equipment. The first ten require, at most, a popcorn popper, an electric skillet, or a hot plate. Only the final four require an oven or a toaster oven. See also Part II of the Table of Contents below for other indices to these cooking lesson plans.

1. High Protein Candy
2. Apple Faces
3. Lemonade
4. Popcorn Fondue
5. Milk Shakes
6. Celery Boats
7. Egg Foo Yung
8. Vegetable Dip
9. Vegetable Soup
10. Making Butter
11. Baking Bread
12. Pizza
13. Graham Cracker Brownies
14. Cinnamon Rolls

Part II: Table of Contents

1. Recipes which emphasize measurements:

   Lemonade
   Cinnamon Rolls
   Craham Cracker Brownies
   Cheese Pretzels (See Bread Baking, Variation 3)

2. Recipes in which proportions and ingredients are arbitrary:

   Vegetable Dip
   High Protein Candy
   Apple Faces
   Vegetable Soup
   Egg Foo Yung
   Milk Shakes
   Celery Boats
   Fruit Salad (See Vegetable Soup, Variations 1 and 2)

3. Recipes which are suitable for illustrating in recipe charts:

   Pizza
   Cinnamon Rolls
   Milk Shakes
   Egg Foo Yung
   Cheese Pretzels (See Bread Baking, Variation 3)
   Graham Cracker Brownies

4. Recipes which lend themselves to cooking stations format:

   High Protein Candy
   Vegetable Dip
   Cinnamon Rolls
   Graham Cracker Brownies

5. Individual portion recipes:

   Lemonade
   Milk Shakes
   Apple Faces
   Pretzels (See Bread Baking, Variation 3)
   Pizza
   Egg Foo Yung
   High Protein Candy

6. Kitchenless or no-cook recipes:

   Making Butter
   Egg Foo Yung
   Popcorn Fondue
   High Protein Candy
   Lemonade
   Milk Shakes
   Vegetable Dip
   Fruit Salad (See Vegetable Soup, Variations 1 and 2)

7. Recipes which emphasize sensory experiences -- tasting, smelling, touching, and feeling:

   Popcorn Fondue
   Vegetable Soup
   Making Butter
   Baking Bread
   Apple Faces
   Milk Shakes
   High Protein Candy
   Lemonade

#1

Area: COOKING - "High Protein Candy" **No. of children:** sm. group

Delicious, nutritious, lots to do and taste in the process.

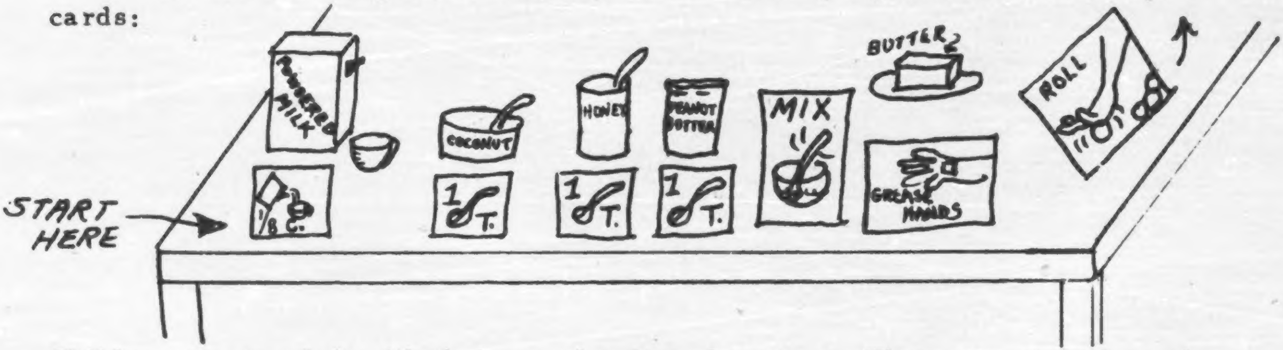
Objectives:

1. Reads and understands symbols (directions) in pictures. (48-60 mo. Lang. IB)
2. Pours well from pitcher. (SH I)
3. Follows a sequence shown in pictures.
4. Uses spoon, spilling little. (14-18 mo. SH I)

Materials: Powdered milk; coconut; honey or corn syrup; peanut butter; measuring spoons and cups; bowls for each child. **

Procedure:

1. Have arranged at a long table the following ingredients with recipe cards:



Children start at left with their own bowls and spoons. They stop at each card, "read" it, and add the designated amount to their bowls.

2. Have children stand on other side of table or at another table to roll their mixtures into small balls. Have a large plate for them to put the finished candies on.

3. During this whole process, discuss how this milk is different from what we drink. How they think peanut butter is made. How many balls each one makes (lots of little ones; a few big ones). How else we could make balls. Could we make other shapes (snakes, letters)?

4. Let children eat some of the finished product and perhaps save the rest for the group's treat.

**Carob powder, nuts, seeds, and cut up dried fruits (apples, dates, pears, apricots, or plain old raisins) can be added to the above recipe in almost any combination or proportions.

Area: COOKING - "Apple Faces" **No. of children:** sm. group

High interest project involving good fine motor practice.

Objectives:

1. Can cut with knife. (48-60 mo. SH I)
2. Groups consistently by one attribute (vegetable, fruit). (36-48 mo. Cog IIIA)
3. Child is proud of what he/she makes and shows to others. (SE III)
4. Picks up toothpicks and pierces food pieces. (FM, Pincer grasp/ eye-hand coordination)

Materials: Apples; toothpicks; some of the following: carrots, celery, raisins, parsley, orange peel, cranberries (any food that can be attached to an apple with a toothpick). Have some of these cut up and in muffin tin compartments and leave some uncut in a bowl. Sharp knives with blunt ends.

Procedure:

1. Gather children around table or on a clean floor. Have apples whole if small or have children cut them in half if large. Discuss halves and wholes.

2. Ask children if they can make apple faces (or animals or objects if they suggest it) by tacking food pieces onto apple surfaces (peel side if apple is in half). Demonstrate how to use toothpicks to stick on the pieces. Let children experiment freely with the foods and toothpicks. Tell them they may use knives to cut pieces the way they want to fit the "things" they are making.

3. Discuss which foods are fruits; which are vegetables; which have seeds in them; how they grow, taste, smell. Discuss emerging faces (animals, objects) and expressions on faces. Encourage creativity and new ideas.

4. Have children show their creations to each other. If apples are whole, cut a hole in the bottom to make finger puppets.

5. Children may eat them when finished making them or save them to eat later.

Variations:

1. Potato heads -- Same idea except different head! Attach a little sign to them requesting that they be cooked at home or have children leave them at school and slice and cook them the next day for breakfast or snack (fried potatoes). Make sure they get eaten!

Area: COOKING - "Lemonade" **No. of children:** sm. group

Children should have a chance to know REAL lemonade!

Objectives:

1. Directs others by saying "Do this" or "Get that." (48-60 mo. Lang IIIA)
2. Performs a variety of actions on familiar objects (squeezing, cutting, etc.). (48-60 mo. Cog. I)
3. Works well with other children. (SE IV)
4. Can cut with a knife. (48-60 mo. SH I)
5. Drinks from a cup. (24-29 mo. SH I)

Materials: Lemons; knives (sharp with blunt ends); a few toothpicks; juice squeezer(s) with damp cloth(s) underneath for traction; honey in squeeze bottles; water in pitcher; teaspoons; measuring cups (either $\frac{1}{2}$ cups or full cups with $\frac{1}{2}$ c. marked off); cup or glass and spoon per child; paper tasting cup per child; ice cubes.

Procedure:

1. Have children stand around table and pair off into partners.

2. Give each pair: 1 lemon and 1 knife. One child cuts the lemon in half; the other picks out the seeds with a toothpick. (Discuss whole and half, where lemons come from, what's left in lemon after juice is squeezed out.) The pairs of children take turns, one holding the squeezer steady while the other squeezes a lemon half. Give some tips on squeezing techniques. (Put both hands on lemon. Lean on it with rotating motion.) Demonstrate and help children individually as needed.

3. Have each child proceed with the following steps:

   a. pour juice from $\frac{1}{2}$ lemon into his/her own cup
   b. squeeze out honey and add 1 tsp. to cup
   c. measure $\frac{1}{2}$ c. water and add to cup (watch layer of honey)
   d. stir with spoon until honey mixes in so you can't see it
   e. pour a bit into tasting cup, taste. Is it sweet? sour? just right? What does it need? What would make it sweeter? More sour?
   f. drop 2 ice cubes in the cup (if there's any lemonade left), and enjoy!

4. Make some more! See if they can remember the steps.

Variations:

1. Save seeds for planting.
2. See MUSIC: Carrot Seed Song: "Lemons grow from lemon seeds..."
3. Have kids taste straight lemon and watch each other's faces or look in mirrors. Discuss. Draw pictures of how it feels. After tasting the lemon juice, drink some water. Does the water taste a little bit sweeter than usual?

Area: COOKING - "Popcorn Fondue" No. of children: 6-8

You won't believe what kids will eat! This project developed out of poor planning. Once, after making popcorn, we discovered we were out of butter. We rummaged through the kitchen for substitute seasonings. Kids disagreed about what to use so we tried everything we could find.

Objectives:

1. Describes objects (foods) using 3 attributes. (48-60 mo. Lang. IIA)
2. Shares ideas, expresses feelings (preferences). (36-48 mo. Lang. IIIA)
3. Asks for "more." (24-30 mo. Lang. IIIA)
4. Uses materials appropriately. (SE V)
5. Neat pincer grasp. (10-12 mo. FM I)

Materials: Popcorn and oil; popcorn popper; small paper plate for each child. Using a saucer or shallow bowl for each "dip," put two or three tablespoons of honey, mayonnaise, ketchup, salt, melted butter, and peanut butter into bowls. It's best to have a complete set of dips at each end of the table for easy reach. Refill as needed during the project.

Procedure:

1. With children helping, measure oil and popcorn into popper. Watch and listen as the popcorn pops.

2. Give each child a paper plate and some popcorn. Put dips on the table and ask children to guess what's in each bowl by looking and smelling only.

3. Let children dip popcorn and eat. Discuss flavors and preferences. Encourage each child to try every dip (at least once). There are no limits on the amount children may eat. One rule: only popcorn -- no fingers -- in the dips.

4. (Optional) While children are tasting, dipping, eating, and talking, make extra popcorn (plain or buttered) for the rest of the class for snack.

#5

Area: COOKING - "Milk Shakes" **No. of children:** sm. group

A recipe tailored to individual tastes, with lots of tasting.

Objectives:

1. Identifies by taste (bitter - sweet).
2. Discriminates "a lot" vs. "a little." (48-60 mo. Cog. IIIB)
3. Is able to twist cap on and off.
4. Uses spoon, spilling little. (14-18 mo. SH I)
5. Takes turns. (SE I)

Materials: Sugar; powdered milk; baker's chocolate; 3 pitchers of water; plastic jars with caps(one per child); measuring cups; recipe written in symbols on big piece of paper (see Fig. 1); a paper "tasting" cup for each child. (See Fig. 2 for proportions in judging "a little" and "a lot".

Procedure:

1. Seat children around table. Give each child a shaker jar and spoon to make "milkshakes". Call their attention to written recipe and go over steps. Have them twist caps off shakers.

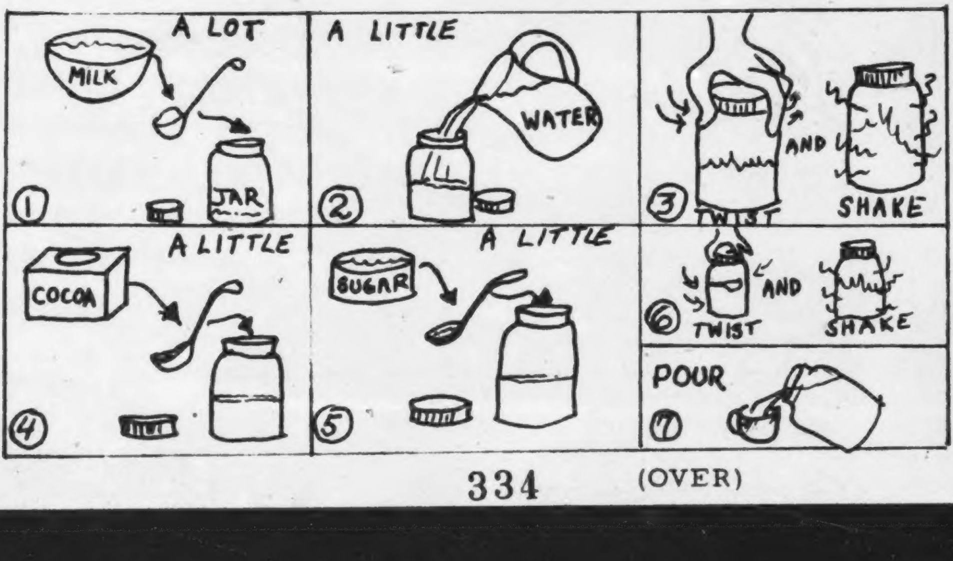
2. Pass around bowl of powdered milk, each taking "a lot" with spoon. Pass pitchers of water and and have them add "a little" to the milk, twist cap on and shake. Next, pass around chocolate, each spooning in "a little" and stirring. Have them taste liquid by pouring a little into their tasting cups. How does it taste? (Bitter.) Ask what it needs to make it sweet. Pass sugar around, each spooning in "a little" to taste. Shake and taste again. Now how does it taste? (Sweet.) Add more sugar and chocolate to suit indivdual tastes.

3. Review in sequence steps taken to make the shakes. Then have a party!

Variations:

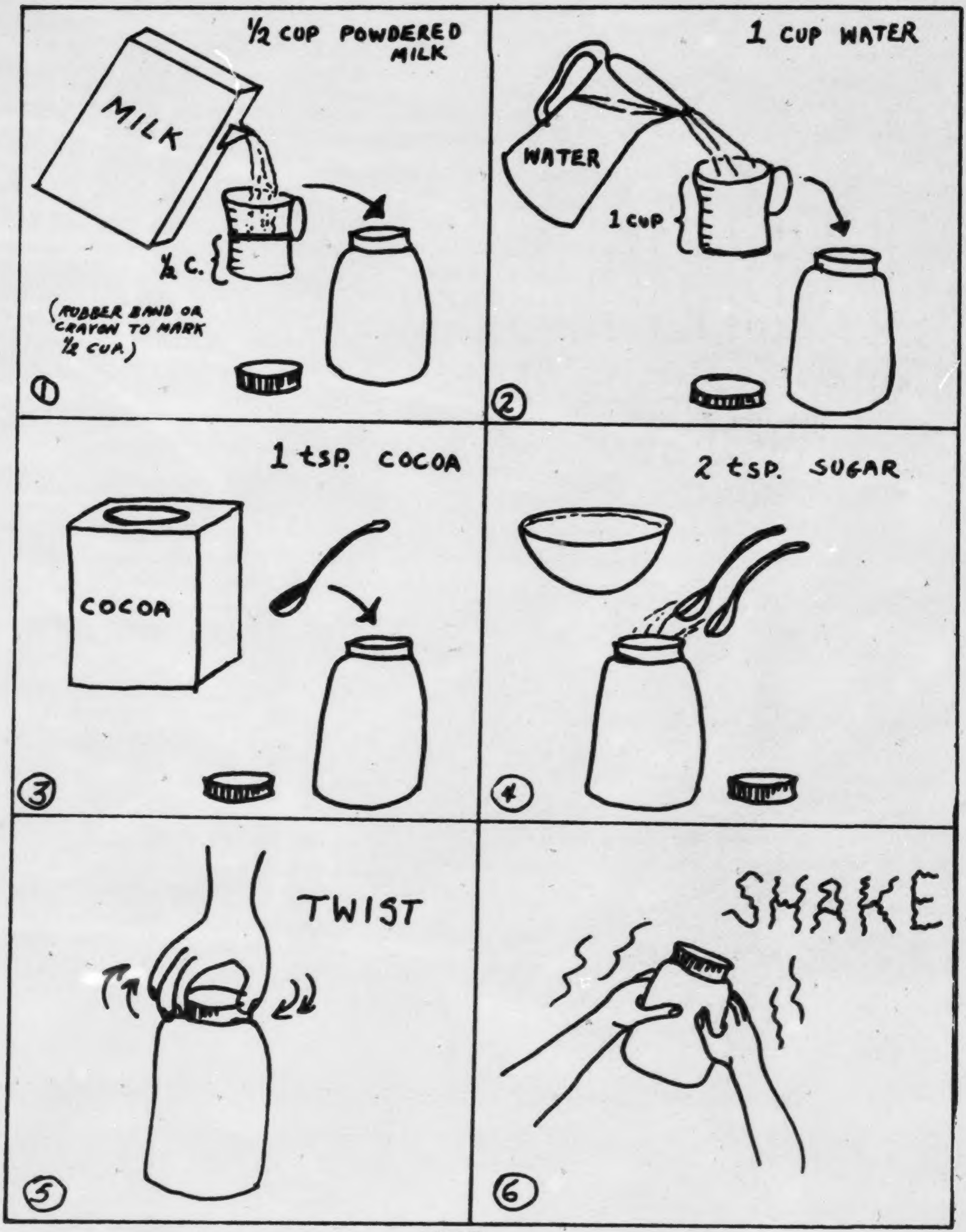
1. Make directions more specific, including number of teaspoons of chocolate, sugar, milk powder, etc. (See Figure 2.)
2. Try other flavors: mashed banana, vanilla, or jam instead of sugar.

Fig. 1



(OVER)

FIGURE 2. "Milk Shakes"


½ CUP POWDERED MILK
MILK
½ C.
(RUBBER BAND OR CRAYON TO MARK ½ CUP)
①
1 CUP WATER
WATER
1 CUP
②
1 tsp. COCOA
COCOA
③
2 tsp. SUGAR
④
TWIST
⑤
SHAKE
⑥

Area: COOKING - "Celery Boats" **No. of children:** sm. group

Simple and allows lots of time for discussion and conversation. Try to arrange an hygienic way for tasting to go on.

Objectives:

1. Describes objects using three descriptors (color, shape, size). (48-60 mo. Lang IIIA)
2. Can cut with a knife. (48-60 mo. SH I)
3. Is able to identify objects as "longer than" or "shorter than." (36-48 mo. Cog. IIIB)
4. Spreads peanut butter with knife. (36-48 mo. SH I)

Materials: Head of celery; peanut butter or cream cheese or both in shallow containers; sturdy plastic knives or non-sharp metal dinner knives; water; towels

Procedure:

1. Seat children around table. Show them a head of celery and explain how it grows. Pass it around and have each child pull off a stalk, wash it, and dry it.

2. Choose a child to pass out knives. Tell children to cut stalks into pieces. (You could pass out different lengths of sticks and instruct children to cut celery pieces as long as their stick.) Discuss how many pieces each stalk yielded. Let children cut off and taste small pieces of celery. Discuss taste, sound chewing makes (close eyes and listen), strings in celery, etc.

3. Have children spread peanut butter and/or cream cheese into hollows of celery pieces. Talk about where peanut butter or cream cheese come from. (If using both, compare the smells, tastes by closing eyes and trying to tell which is which.)

4. Put out a tray for finished boats. Serve for group snack.

Variations:

1. Make the peanut butter one day. Shell peanuts,grind with a hand grinder, and add butter or oil.

2. Count out raisins to put on top. Grow sprouts to put on top.

3. Make celery TRUCKS with carrot slice wheels attached with toothpicks. Let kids dream up different additions. One boy "did his own project" one day (i.e. played teacher's role) and insisted on filling celery with cookie dough and baking the whole mess in the oven. Every child in the class wanted to help make it and proclaimed it delicious!

Area: COOKING - "Egg Foo Yung" **No. of children:** sm. group

Allow lots of time for chopping, chewing, and chatting. Many concepts may be introduced and explored during this activity.

Objectives:

1. Can cut with a knife. (48-60 mo. SH I)
2. Uses texture to describe an object (vegetable). (36-48 mo. Cog. I)
3. Identifies objects (vegetables) as bigger than, smaller than, shorter than, longer than. (36-48 mo. Cog. IIIB)
4. Manipulates egg beater. (27 mo. FM I)

Materials: Eggs; mung bean sprouts (could be grown beforehand); green onions; celery; and bowls to put these in. Soy sauce; oil. Electric fry pan; rotary beater; bowls for children; pancake flipper(s); spoons; napkins; forks.

Procedure:

1. Have children chop celery and onion while discussing what they will make and what country it's from. Discuss the taste and smell of the vegetables, crunchiness, big and little pieces cut, where they came from, other vegetables, favorite vegetables, etc. Show and discuss sprouts. Ask children if they can find the seed, stem, and tiny leaves on the sprouts.

2. Have help arranging all ingredients in bowls in middle of the table. Let everyone taste what they want beforehand.

3. Give each child an egg to crack into her bowl. (Remove pieces of shell before proceeding.) While children take turns beating their eggs with the beater(s), discuss the composition, source, potential, and related egg topics.

4. Tell children to put a pinch of each kind of vegetable into the egg plus a dash of soy sauce and mix together. Call their attention to the fluid consistency of the mixture and ask what they think will happen when it's cooked.

5. Heat oil in fry pan and caution children about the dangers of hot oil and the skillet. Four children can spoon some egg mixture into separate corners of the skillet. Tell children to wait until bottoms of "pancakes" are cooked before flipping. They can check by lifting and peeking under the pancake with the flipper.

6. Let children lift egg foo yung with flipper onto napkins or plates and eat hot. Are vegetables as crunchy as before? Why not? What made the egg mixture get solid instead of remaining runny? Discuss similar dishes(omelettes, scrambled eggs, etc.) and favorite foods.

#8

Area: COOKING - "Vegetable Dip" **No. of children:** sm. group

Objectives:

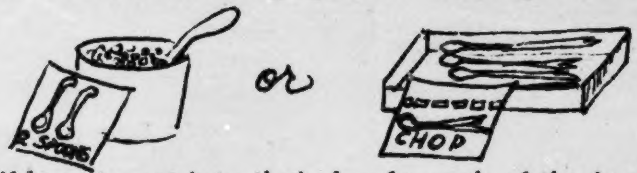
1. Reads and follows directions for measurement in pictures.
2. Cuts with a knife. (48-60 mo. SH I)
3. Works well with other children. (SE IV)
4. Uses spoon, spilling little. (14-18 mo. SH I)

Materials: Vegetables: carrots, celery, zucchini, and/or other vegetables; sour cream; cottage cheese; green onions; salt; measuring cups and spoons; recipe cards.

Procedure:

1. Explain to children that they will each make a yummy sauce to dip vegetable sticks in. Ask if they can think of names of some vegetables.

2. Give each child at the table a bowl and spoon. Put ingredients in the center of the table with measuring spoons and recipe cards attached, e.g.



3. Tell children to put into their bowls each of the ingredients on the table. The recipe cards tell them how much to take and what to do:

2 T. cottage cheese
1 chopped green onion
1 T. sour cream (or mayonnaise)
1 dash Worchestershire sauce
1 pinch of salt

Help the children scrape the contents of their bowls together into 2 or 3 larger bowls for dipping.

4. Next, or later, have children wash and dry celery, zucchini, carrots, cucumber, or any other vegetables . Encourage children to cut veggies into different shapes (rounds, long sticks, chunks) for dipping and have plates to arrange the pieces on for later group snack. Look for seeds; discuss how vegetables grow.

5. Discuss similarities and differences in cottage cheese and sour cream. Where do both come from?

6. Have children arrange plates of vegetables and bowls of dip in middle of table for group snack or meal.

Variations:

1. Make a similar individualized recipe for Guacamole (avocado-mash, garlic-press, lemon-squeeze, onion-chop, pepper-grind, salt-dash).
2. Try making cottage cheese. Try showing sour cream origin by mixing cream and vinegar and waiting.

Area: COOKING - "Vegetable Soup" **No. of children:** 6-8

Ingredients and proportions are arbitrary. Let kids experience and enjoy vegetables.

Objectives:

1. Describes objects while naming them, using three descriptors, (size, shape, color, texture). (48-60 mo. Lang. IIIA)
2. Recognizes some letters of the alphabet.
3. Cuts with a knife. (48-60 mo. SH I)
4. Names several vegetables. (21-24 mo. Lang. IB)
5. Imitates the words "cutting," "pouring," "stirring." (12-18 mo. Lang. IA)

Materials: Vegetables: tomatoes, potatoes, parsley, fresh peas in pod, carrots, zucchini, cabbage, celery, onions, etc. Use any combination of these or others, but be sure to include some which are easy to cut up (celery, zucchini) for younger children. Large can of tomato sauce; 1-2 cups alphabet noodles; consommé or bouillon cubes (optional); salt; saltines. Knives; potato peelers (optionals); large kettle; stirring spoon; vegetable brushes; tray.

Procedure:

1. Gather children around table. Show vegetables one at a time and ask children to name and describe them. Discuss which part of the plant we eat -- does that part grow under ground or above ground, leaf stalks, etc.

2. At the sink or in wash pans, let children take turns scrubbing vegetables with vegetable brushes. (Wash vegetable well, beforehand.)

3. Let children choose vegetables to peel or cut up. Encourage tasting and ask children to compare textures and flavors.

4. After vegetables are diced, let children help pour tomato sauce into a large kettle. Add consommé or bouillon and stir. Add vegetables and stir. Put on the stove to simmer.

5. Pour alphabet noodles on the tray. Let children find letters they recognize. Some children may be able to spell their name or other words.

6. After the soup has simmered for about 10 minutes, add the alphabet noodles. (Add water if needed.) Simmer for ½ hour or longer until noodles and vegetables are cooked, stirring occasionally. Salt to taste.

7. Let the soup coola bit and serve with saltines. While children are eating, ask them to describe the differences in the vegetables and alphabet noodles after being cooked.

Variations:

1. Follow a similar format to make fruit salad, using first 3 steps of the procedure. After fruit is cut up, place it in a collander and rinse with boiling water to reduce germ count. Add a bit of mayonnaise or yogurt topping to each serving. Kids can help.

(OVER)

2. Using graters, make carrot, apple, and raisin salad. Try adding walnuts or sunflower seeds.

3. Apple sauce -- any recipe is fine.

Area: COOKING - "Making Butter" No. of children: sm. group

Just about the time you and the kids are ready to give up
--- Magic! Butter!

Objectives:

1. Performs a variety of actions on an unfamiliar substance to define its nature. (48-60 mo. Cog. I)
2. Pours well from containers. (36-48 mo. SH I)
3. Shakes closed container with continuous motion.
4. Works well with other children. (SE IV)

Materials: One or more cartons of whipping cream (a few days old or left out over night): baby food jars or other small, transparent containers with tight fitting lids; a carpeted area to sit in if glass is being used; sponges or paper towels for spills; small tasting cups -- one per child.

Procedure:

1. Have children gather around table or carpeted area and pass out a container with lid to each child. Containers should be marked at about the $\frac{1}{4}$ cup level with a rubber band or crayon. Pass around the carton(s) and have each child pour enough cream into containers to touch line.

2. Tell children to screw on lids and check for tight fits.

3. Shake! Try shaking to music, chants, ABC's, counting. Try jumping to shake, shaking with one hand for 10 counts, then changing to the other hand. See if children can think of new ways to shake or good songs to shake to.

4. Tell them to keep checking their cream for changes. What's happening? (Should see yellow specks which gradually get bigger until globs of butter are separate from the buttermilk.) Keep shaking!

5. Let children unscrew caps, look, smell, pour a little buttermilk into tasting cups and taste. Discuss the taste of the buttermilk and of the butter and of regular milk. Talk about how we are getting more and more solid from a liquid! Does this butter taste like the butter we're used to? How is it different? (salt?), etc.

6. It would be nice to make biscuits, bread, or popovers later in the day to spread with butter or perhaps another group of children could be making bread simultaneously to the butter activity.

Area: COOKING - "Baking Bread" **No. of children:** 6-8

Just the smell of bread baking makes this project worth doing.

Objectives:

1. Makes size comparisons. (36-48 mo. Cog. IIIB)
2. Uses texture to describe objects. (36-48 mo. Cog. I)
3. Discriminates hot/cold. (30-36 mo. Lang. IIA)
4. Rolls, pounds, squeezes (dough). (24-29 mo. FM I)
5. Understands and follows simple directions. (24 mo. Lang. IA)

Materials: 2 or 3 loaf package of frozen bread dough. (Remove from freezer and put in rfrigerator over night. Dough will thaw out but will not rise.) Flour; cooking oil; sugar; 1 pkg. dry yeast; warm water; muffin tins; mixing bowls; eyedropper; sharp knife.

Procedure:

1. Pour yeast granules into bowl and pass around for children to look at. Explain that yeast is really a kind of plant, and, given food and water, it will grow.

2. Help children mix up a sponge, following directions on yeast package. Pass the warm water around. Have children check temperature by sprinkling a few drops on their wrists -- water should feel just warm, not hot or cold. Pour the correct amount of water in with the yeast, stir gently, and add flour and sugar.

During this process, discuss the conditions needed for yeast to grow -- warmth, water, food (flour and sugar) and that yeast, like all plants and animals, will breathe as it grows. As the yeast grows and breathes, bubbles will form in the dough, making it look bigger. Encourage kids to stir and smell the sponge as it is mixed.

3. Put the sponge aside to rise. Pass around a bowl of flour and let each child take a handful to flour hands and table top. While children are taking flour, cut each loaf of bread dough into 10 or 12 pieces. Give each child a piece of dough. Point out the air pockets and review the functions of the yeast.

4. Show the children how to roll the dough into a ball. Discuss the temperature of the dough -- it will still be cold. Remind children that yeast needs to be warm in order to grow well. Encourage children to warm the dough by rolling it in their hands.

5. Let children play with the dough. It turns out OK anyway. When a child thinks his roll is sufficiently warm and round, let him place it in a muffin tin. Describe the size -- does it fill the muffin tin well?

6. When the muffin tins are filled, cover them with a damp cloth and put aside in a warm place to rise.

(OVER)

7. Check the sponge. "Is it bigger?' Let children push their fingers into it. "Look at the bubbles." Describe the next steps in making bread with the sponge. (If time allows and interest continues, make more bread!)

8. In half and hour or so, gather some of the bakers to check the rolls. Before removing the cloth, ask children to guess why there are now "mounds" under the cloth. When rolls are about double in size, put them in the oven (350°) and bake. (A glass door oven is great!) Smell the rolls as they bake. "Do they still smell like yeast? Better?"

9. Serve rolls for snack while still warm. (Butter, honey, optional.)

Variations:

1. Instead of making rolls, let kids make letters (a la pretzels) or other things with the dough. Bake on cookie sheet. The change in size and shape as the dough rises is more dramatic.

2. See: COOKING - "Making Butter." Make butter while the rolls are rising and baking, and serve on the rolls.

3. Cheese Pretzels: Make the sponge (Step 2, procedure) using the following proportions:

1 Pkg. yeast
$\frac{1}{4}$ C. warm water
pinch of salt
1 tsp. sugar
1 C. flour

After the project, refrigerate the sponge for use on the following day. (Freeze if saving for several days.)

Pretzels: 1) Grate $\frac{1}{4}$ C. cheese. 2) Beat 1 egg and set aside. 3) Knead cheese into dough. 4) Divide dough into 8-10 pieces. Let children roll dough into long pieces and form letters, pretzel shapes, whatever. 5) Brush with beaten egg. 6) Sprinkle with coarse salt. 7) Bake at 425° for 10 minutes.

#12

Area: COOKING - "Pizza" **No. of children:** 6-8

A favorite of our kids and teachers. Lots to do and talk about.

Objectives:

1. Reads pictures. (48-60 mo. Lang. IB)
2. Identifies objects and actions in pictures. (30-48 mo. Cog. IVA)
3. Uses texture to describe object. (36-48 mo. Cog. I)
4. Identifies objects by use. (30-36 mo. Cog. I)
5. Rolls, pounds, squeezes (dough). (24-29 mo. FM I)
6. Uses toys and tools appropriately. (SE V)

Materials: Refrigerator biscuits in rolls (or pre-made biscuit dough); oil; dowels for rolling out dough; tomato sauce; pastry or paint brushes; cheddar or mozzarella cheese; cheese grater; oregano. Wall recipe chart (see below). Cookie sheet; spatula. Oven preheated to 400°.

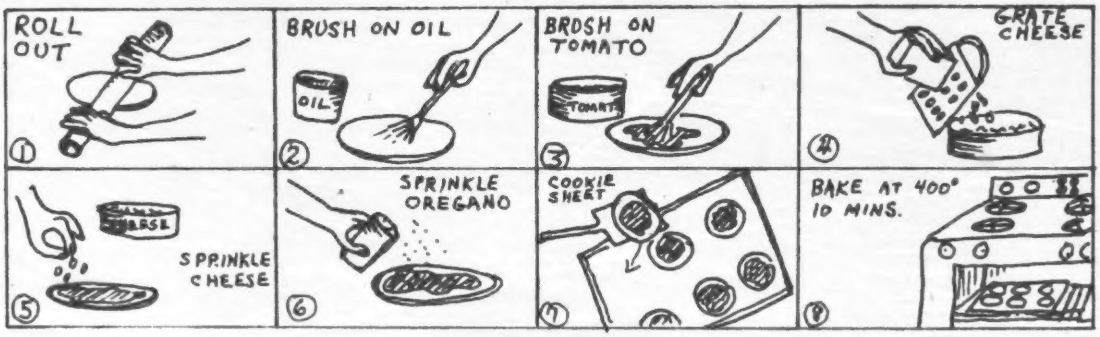
Procedure:

1. Discuss pizzas with children (favorite kinds, pizza parlor experiences) and encourage children to guess or remember ingredients as you introduce them.

2. Ask for ideas on how to open the refrigerator biscuits and then see if children can bang them open. Separate biscuits carefully and give each child a biscuit and a dowel.

3. Proceed through the recipe with the children, asking them to "read" the pictures on the wall chart at each step. As children get to know the recipe, they should become able to progress independently by referring to the pictures.

4. While pizzas are baking, ask children to recall ingredients and steps. Emphasize action words "roll, brush, grate, and sprinkle."



Variations:

1. Using a similar procedure, make tacos or open face broiled sandwiches using foods favored by your kids.

2. SEE: DRAMATIC ARTS - "Restaurant"

3. As follow-up or preparation, dramatize the pizza making process: children take turns pretending to be the pizza to be rolled out, brushed over, sprinkled on, and lifted into the pretend oven by the group.

#13

Area: COOKING - "Graham Cracker Brownies" No. of children: sm. group

Deciphering the recipe cards is a challenging and fun pre-reading activity for the children. The product of their problem solving efforts is a delicious one too!

Objectives:

1. Reads and follows directions for measurement in pictures.
2. Describes objects (foods) using 3 descriptors (color, smell, and texture, etc.). (48-60 mo. Lang. IIIA)
3. Pours well from own bowl. (36-48 mo. SHI)
4. Uses spoon, spilling little. (14-18 mo. SH I)

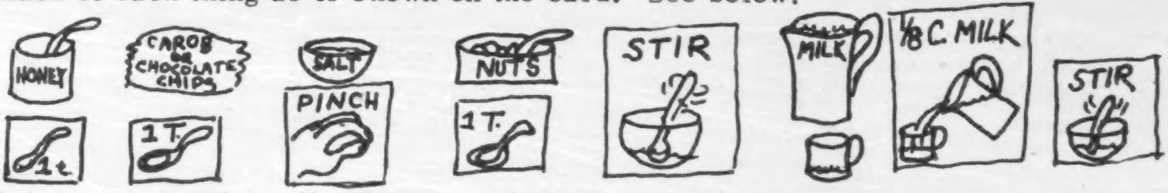
Materials:
1. Graham crackers; honey; milk; chocolate or carob chips; salt, chopped nuts; margarine or oil.
2. Each ingredient should be in a labeled bowl or container which is convenient for use with measuring spoons or cups.
3. Measuring equipment: spoons and cups for each child
4. Small bowl and mixing spoon for each child.
5. Baking pans (9 x 9" pan will take 8 individual recipes).
6. Plastic bag for each child

Procedure:

1. Group children around table, standing or sitting.

2. Give each child a plastic bag, wooden spoon, and two large graham crackers. Instruct them to put graham crackers in bag, hold bag shut and pound away with the spoon. Have them empty the smashed crackers (which should amount to $\frac{1}{4}$ c. apiece) into their bowls.

3. Have the other ingredients in bowls in the middle of the table or arranged in order at another table and tell the children to put in their bowls as much of each thing as is shown on the card. See below:



Tell everyone to stir well. Discuss words like smash, pour, stir, mix, grease. How many pieces did they smash their crackers into? Where does honey come from? How does it taste? How many chips or nuts in one spoonful? How many stirs to mix it well? How can you tell it's mixed well? How does it look as it cooks? What happens as it bakes?

4. As children finish mixing contents of bowls, they may grease together the large baking pan and take turns pouring their bowl's contents into it. When one pan is full, bake at 350° for 30 minutes (for 9x9 pan).

5. Let children peek at the brownies while they are baking and discuss the baking process.

#14

Area· COOKING - "Cinnamon Rolls" **No. of children:** 4-8

A good recipe to focus on cooking process.

Objectives:

1. Reads and understands symbols (directions). (48-60 mo. Lang. IB)
2. Identifies objects "bigger than" and "smaller than." (36-48 mo.Cog. IIIB)
3. Identifies objects and actions in pictures. (30-48 mo. Cog. IVA)
4. Rolls, pounds, squeezes (dough). (24-29 mo. FM I)
5. Uses a spoon, spilling little. (14-18 mo. SH I)

Materials: Bisquick mix in bowl with a $\frac{1}{4}$ cup capacity; cold water in shallow pan with a tablespoon; flour in small bowl; brown sugar in bowl with tablespoon; raisins in bowl with a teaspoon; cinnamon in spice shaker; small bowl and fork for each child; baking sheet(s); pancake turner(s). See attached wall chart and recipe for procedure.

Procedure:

1. Gather children around a table. Explain briefly what they will be making and discuss the ingredients to be used (wet, dry, sweet, smelly).

2. Have two children go around table, stopping at each child to pass out a bowl and fork and help measure $\frac{1}{4}$ cup of Bisquick from bowl.

3. Proceed through recipe as a group, directing the children's attention to wall chart and adapting the procedures to your group. Older children can "read" the pictures aloud and demonstrate the process for the group. For example, dividing dough balls into halves and patting them out flat. Younger children may name the actions in the pictures.

4. Frequently, as soon as they are finished, children want to do the process all over again. Let them! They will probably be able to work more independently and refer more to the chart, consolidate new concepts, and/or help newcomers go through the steps.

RECIPE (Individual quantities -- enough to make one for you and one for a friend)

Mix in bowl with fork till doughy:
$\frac{1}{4}$ cup Bisquick
1 tablespoon water

Divide dough into 2 balls, sprinkle flour on table and pat or roll each ball flat with hands.

Mix 1 tablespoon brown sugar and $\frac{1}{2}$ tablespoon ground cinnamon in bowl. Sprinkle some of this mixture onto each ball -- all over.

Add 1 teaspoon raisins to each patty and carefully fold in half. Seal edges of folded dough to keep goodies inside. (A tiny bit of water helps glue the edges together.)

Place on baking sheet and bake in oven at 375° for 10-15 mins. (until golden brown)

Eat plain or with butter

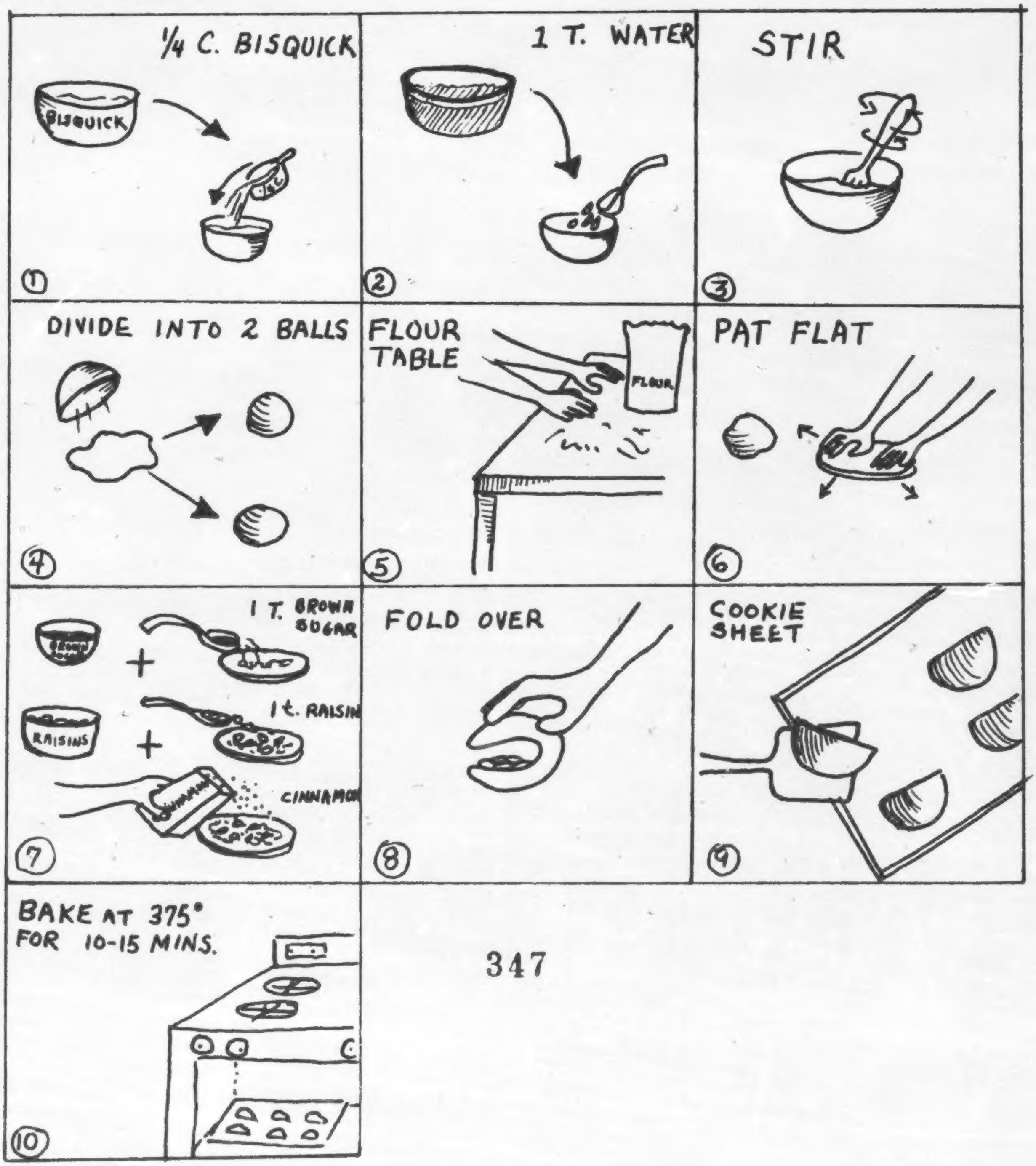
(OVER for chart)

Variations:

1. If the children enjoy this (or some other recipe), repeat it at intervals. Each time you repeat it, add new concepts and elaborations.

2. Use small paper plates as references for the size to roll out the dough circles. Change the fillings. Double the recipe for experiences with different measurements (2 tablespoons, etc.).

Cinnamon Rolls



1/4 C. BISQUICK
BISQUICK
①
1 T. WATER
②
STIR
③
DIVIDE INTO 2 BALLS
④
FLOUR TABLE
FLOUR
⑤
PAT FLAT
⑥
1 T. BROWN SUGAR
RAISINS
1 t. RAISIN
CINNAMON
⑦
FOLD OVER
⑧
COOKIE SHEET
⑨
BAKE AT 375°
FOR 10-15 MINS.
⑩

#1 Index of Assessment List Skills

Every objective of every lesson plan is not represented in this index - only main area(s) of activity of each lesson . Most lesson plans meet objectives in addition to the ones listed.

GROSS MOTOR

Dramatic Arts: Nos. 2, 8, 11, 13

Movement: Nos. 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 17, 20, 22, 24, 28, 30, 31

Music: Nos. 11, 13, 14, 20, 21, 28

Math: No. 10

FINE MOTOR

Materials: Nos. 4, 5, 6, 7, 8, 11, 14, 16, 18, 20, 21, 22, 23, 24, 27, 31, 32, 33, 35, 41

Self-Image/Multi-Cultural: Nos. 3, 4, 7, 8, 13, 14

Language Arts: Nos. 1, 4, 5, 6, 29, 31, 35, 36, 39

Dramatic Arts: Nos. 9, 17, 19, 21, 25, 26

Music: Nos. 29, 30, 31, 32, 33

Math: Nos. 2, 6, 7, 9, 10, 14, 15, 16, 17, 19, 20, 22, 26, 29

Science: Nos. 5, 12, 13

Cooking: Nos. 7, 13, 14

SOCIO-EMOTIONAL

Materials: Nos. 2, 3, 15, 29 30, 36

Self-Image/Multi-Cultural: Nos. 2, 10

Language Arts: Nos. 17, 24, 33

Dramatic Arts: Nos. 5, 10, 11, 12, 13, 17, 18, 19, 22, 25, 27

Movement: Nos. 4, 14, 18, 22, 30

Music: Nos. 2, 3, 4, 12

Math: Nos. 1, 21, 31, 37, 40

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Cooking: Nos. 2, 4, 12

COGNITIVE

Materials: Nos. 1, 2, 10, 12, 13, 15, 17, 19, 20, 24, 29, 32, 33, 38, 39, 40, 41, 42, 43, 44

Self-Image/Multi-Cultural: Nos. 3, 9, 13

Language Arts: Nos. 2, 3, 7, 8, 13, 14, 15, 16, 18, 21, 26, 27, 31, 34, 37, 38, 39, 40, 41, 42, 43, 44, 46, 47, 48

Dramatic Arts: Nos. 1, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 18, 22

#1 Index of Assessment List Skills, continued

COGNITIVE, cont.

Movement: Nos. 7, 16, 19, 27, 28

Music: Nos. 23, 24, 25, 30

Math: Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 23, 24, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40

Science: Nos. 1, 2, 3, 9, 10, 15, 16, 20, 22, 23, 24, 25

Cooking· Nos. 1, 2, 5, 6, 7, 10, 11, 12, 14

LANGUAGE

Materials: Nos. 3, 6, 7, 9, 10, 16, 18, 25, 26, 28, 34, 36, 37, 44

Self-Image/Multi-Cultural: Nos. 1, 2, 3, 5, 6, 7, 10, 12

LANGUAGE, cont.

Language Arts: Nos. 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 32, 33, 35, 36, 40, 45

Dramatic Arts: Nos. 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 24, 27

Movement: Nos. 4, 7, 8, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31

Music: Nos. 3, 24, 25, 26, 28

Math: Nos. 1, 3, 16, 17, 18, 24, 25, 26, 27, 28, 30, 34

Science: Nos. 2, 3, 4, 5, 7, 8, 10, 11, 14, 16, 17, 18, 19, 21, 25

Cooking: Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 14

#2 Projects which easily accomodate young children or children with low level skills.

MATERIALS: Nos. 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 16, 17, 18, 19, 20, 24, 25, 27, 29, 31, 34, 36, 37

SELF-IMAGE/MULTI-CULTURAL· Nos. 2, 3, 4, 7, 14

LANGUAGE ARTS: Nos. 2, 3, 6, 7, 8, 9, 10, 11, 12, 17, 19, 21, 24, 26, 27, 34, 36, 39, 40, 46

DRAMATIC ARTS: Nos. 1, 2, 6V., 7, 9, 10, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27

MOVEMENT: Nos. 15, 17, 18, 23, 23, 24, 25, 28, 29, 30

MUSIC: 1 - 27 (All songs)

MATH: Nos. 1, 2, 3, 4, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29V. 2, 31 32, 38

SCIENCE: Nos. 1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 18, 19, 22, 23

COOKING: All

#3 Projects which can be assigned to a new aide, parent, or volunteer.

MATERIALS: Nos. 1, 4, 5, 8, 9, 11, 12, 13, 16, 17, 18, 20, 27, 32, 34, 35, 37

SELF-IMAGE/MULTI-CULTURAL: Nos. 7, 14

LANGUAGE ARTS: Nos. 2, 4, 7, 8, 11, 21, 36, 38, 40

DRAMATIC ARTS: No. 9

MOVEMENT: Nos. 1, 3, 11, 15, 18, 19, 20, 23, 29, 30

MUSIC: Nos. 6, 9, 10, 11, 13, 17, 18, 19, 20, 21, 22

MATH: Nos. 2, 4, 5, 8, 23, 25, 26, 29, 32, 38

SCIENCE: Nos. 3, 8, 9, 12

COOKING: Nos. 2, 4, 9, 10

#4 Good get-acquainted and/or early-in-the-year projects.

MATERIALS: Nos. 1, 2, 3, 4, 5, 36

SELF-IMAGE/MULTI-CULTURAL: Nos. 1, 2, 3, 4, 5, 6, 7

LANGUAGE ARTS: Nos. 1, 4, 5, 6, 24, 26, 28, 36

DRAMATIC ARTS: No. 3

MOVEMENT: Nos. 1, 4, 11, 23

MUSIC: Nos. 1, 2, 3, 4, 5, 18, 19, 20

MATH: Nos. 17, 31, 32

SCIENCE: Nos. 17 through 25

COOKING: Any of the plans.

#5 Large Group Activities

MATERIALS: Nos. 26, 30, 36

SELF-IMAGE/MULTI-CULTURAL: No. 1

LANGUAGE ARTS: Nos. 3, 6, 14, 15, 17, 19, 23, 24, 26, 27, 28, 29, 30, 34, 37, 43, 46, 47

DRAMATIC ARTS: Nos. 1, 2, 3, 4, 7, 10, 11, 12, 17, 18

MOVEMENT: Nos. 1, 3, 12, 14, 16, 17, 18, 19, 20, 23, 26

MUSIC: Nos. 1-28 (All music except instrument making activities.)

MATH: Nos. 13, 18, 21, 22, 24, 25, 28, 31, 37, 40

SCIENCE: Nos. 1, 5, 6, 7, 11, 16, 18, 19, 23

COOKING: none

#6 Projects that require little preparation or clean-up.

NOTE: Many of the projects listed here require one-time preparation (or purchase) of game boards, lotto games, card sets, etc. Once made, these games are handy for spur of the moment or fill-in activities as well as pre-planned projects.

MATERIALS: Nos. 1, 2, 3, 4, 5, 15, 16, 17, 32, 33, 37

SELF-IMAGE/MULTI-CULTURAL: none

LANGUAGE ARTS: Nos. 3, 4, 7, 8, 9, 10, 11, 13, 22, 24, 25, 26, 38, 42, 46

DRAMATIC ARTS: Nos. 1, 2, 3, 4, 7, 10

MOVEMENT: Nos. 1 - 20, 22, 23, 24, 25, 26, 30

MUSIC: Nos. 1 - 25, 27

MATH: Nos. 1, 2, 4, 5, 9, 31, 32, 35, 36

SCIENCE: No. 10

COOKING: none

#7 Projects intended for, or adaptable to, outdoor areas.

MATERIALS: Nos. 21, 30

DRAMATIC ARTS: No. 13

MOVEMENT: Nos. 2, 3, 4, 5, 9, 10, 11, 12, 13, 15, 20, 22, 23, 24, 28, 30

MATH: Nos. 10, 11, 25

SCIENCE: Nos. 10, 11

BIBLIOGRAPHY

Materials·

Chernoff, Goldie, Easy Costumes You Don't Have to Sew, Scholastic,

Cole, William, Frances Face-Maker, Collins-World

Geisel, Theodore (Dr. Seuss), Bartholemew & the Oobleck, Random House

Self-Image/Multi-Cultural:

Dines, Glen, Useful Dragon of Sam Ling Toy, MacMillan and Sons

Krauss, Ruth and Johnson, Crockett, Is This You? , Scholastic Book Services

Wyndham, Robert, Chinese Mother Goose Rhymes, The World Publishing Company

Language Arts·

Mellin, Alta, Phonics Handbook for the Primary Grades, Fearon Publishers, Inc.

Dramatic Arts:

Berenstain, Stanley and Janice, Bears in the Night, Random House

Cole, Haas, Bushnell, Weinberger, I Saw a Purple Cow, Little-Bown Publishers

Kraus, Robert, Three Friends, Windmill Books

Literature Committee of the International Kindergarten Union, Told Under the Green Umbrella, The MacMillan Company

McGovern, Anne, Too Much Noise, Scholastic Books

Dramatic Arts, cont.

Seidler, Jan and Ann, The Hungry Thing, Scholastic Books

Sendak, Maurice, Where the Wild Things Are, Scholastic Books

Slobodkina, Esphyr, Caps For Sale, Scholastic Books

Mathematics

Feelings, Tom and Muriel, Mojo Means One, Dial Press

Science:

Bendick, Jeanne, Science Experiences: The Human Senses, Franklin Watts, Inc.

Branley, Franklyn M. and Vaughan, Eleanor K., Mickey's Magnet, Scholastic Book Services

Dale, Ralph Alan, Games to Sing and Play, Scholastic Book Services

Doering, Harald and McCormick, JoMary, An Ant is Born, Sterling Publishing Company, Inc.

Freeman, Mae, The Real Magnet Book, Scholastic Book Services

The How and Why Wonder Books of: Ants and Bees; Insects; Sound; Published by Wonder Books. We recommend the entire science series. Science phenomena well explained and illustrated.

Kohn, Bernice, The Beachcomber's Book, Viking Press, Inc.

Milgrom, Henry, ABC Science Experiments, Collier Books

National Geographic Society, Books for Young Explorers: Creepy, Crawly Things; Honeybees; How Animals Hide; Spiders. An intelligent and colorfully photographed series with new subjects published each year.

National Wildlife Federation, Ranger Rick's Nature Magazine, published monthly, Washington, D.C.

Science, cont.

Selsam, Millicent E., Play with Plants, William Morrow and Co.

Selsam, Millicent E., Play with Seeds, William Morrow and Co.

Showers, Paul, Hear Your Heart, Thomas Y. Crowell Company

Wyler, Rose and Ames, Gerald, Prove It!, Scholastic Book Service

Wyler, Rose, What Happens If...?, Scholastic Book Services

Cooking:

Cobb, Vicki, Science Experiments You Can Eat, J. B. Lippincott Co.

Goodwin, Mary T. and Pollen, Gerry, Creative Food Experiences for Children, Center for Science in the Public Interest, Washington, D. C.

Petrich, Patricia and Dalton, Rosemary, The Kid's Cookbook, Nitty Gritty Productions

Veitch, Bev and Carasso, Mary, A Child's Cook Book, Orinda Cooperative Nursery School, Orinda, CA